DOCUMENT RESUME

ED 157 990 CE 015 819

AUTHOR	Kucinski, Karen, Ed.
TITLE	Activity Idea Bank: Stick Your Neck Out.
INSTITUTION	Pima County Developmental Career Guidance Project, Tucson, Ariz.
SPONS AGENCY	Arizona State Dept. of Education, Phoenix.
PUB DATE	Apr 78
NOTE	220p.; Twelve of the ninety-six pages in the appendix have been removed because of copyright
EDRS PRICE	MF-$0.83 HC-$11.37 Plus Postage.
DESCRIPTORS	Activity Units; *Career Awareness; *Career Education; Elementary Education; Learning Activities; *Occupational Guidance; Resource Guides; Teaching Guides

ABSTRACT

Designed as a companion volume to a K-6 curriculum, this collection of career education and guidance activities corresponds to fifty units to be taught by elementary school teachers. Example career education unit topics include these: about myself; about my family; leisure time; basic needs of man; cities; science; and crafts. For each unit, various activities, suggested speakers, and field trips are listed. Included with some units are suggested kits, games, films, and media materials (with availability information). The appendix includes the following: thirty-two guidance activities (e.g., what decisions do we make; self-concept validation; me and my goals); eight additional units including American Indian games, a real estate unit, and a toy truck factory unit; and an annotated media bibliography with availability information. (JH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ACTIVITY IDEA BANK

CE 015 819

ED157990

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

STICK YOUR NECK OUT

...and try some of these Career Education activities. They could be just what you have been searching the tree tops for....

ARIZONA DEPARTMENT OF EDUCATION
Carolyn Warner, Superintendent
Dr. Jim Hargraves, Deputy Superintendent

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Sharon Kucinski
Komar
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

APRIL, 1978

THIS CURRICULUM GUIDE COMPANION WAS DEVELOPED AND EDITED BY SHARON KUCINSKI, CAREER GUIDANCE SPECIALIST, PIMA COUNTY DEVELOPMENTAL CAREER GUIDANCE PROJECT, ASSIGNED TO WORK WITH TEACHERS IN THE FLOWING WELLS PUBLIC SCHOOLS, TUCSON, ARIZONA. THE COST OF PRINTING THE ORIGINAL COPIES FOR FLOWING WELLS ELEMENTARY TEACHERS WAS PAID FOR BY:

Flowing Wells Public Schools
1444 West Prince Road
Tucson, Arizona 85705

William K. Poston, Jr., Ed.D., Superintendent
Larry E. Frase, Ed.D., Ass't. Superintendent
for Educational Services

&

Pima County Developmental Career Guidance Project
2302 East Speedway Boulevard
Suite 101
Tucson, Arizona 85719

Joyce McKay, Director

Copyright. © (1977) by Sharon Kucinski. No portion of this book may be reproduced for use outside of the direct classroom teaching situation without written permission of the author.

ARIZONA DEPARTMENT OF EDUCATION

Carolyn Warner, Superintendent

Dr. Jim Hartgraves, Deputy Superintendent

General Education Division	General Operations Division	Career and Vocational Education Division	Business and Finance Division
Dr. Thomas R. Reno Associate Superintendent	Mr. James J. Brunstein Associate Superintendent	Mr. William J. Anderson Associate Superintendent	Mr. John M. George Associate Superintendent

1912

ARIZONA STATE BOARD OF EDUCATION

Mr. J. Ben Picone	President
Mrs. Amy T. Worthen	Vice President
Mrs. Carolyn Warner	Executive Officer and Secretary
Mr. O. B. Joy	Member
Mr. Leon H. Maehling	Member
Mr. Lynwood Evans	Member
Mrs. Beth Packard	Member
Dr. John W. Schwada	Member
Mrs. Miriam Sorey	Member

CAROLYN WARNER
SUPERINTENDENT

Arizona
Department of Education
1535 WEST JEFFERSON
PHOENIX, ARIZONA 85007
271-4361

August, 1977

One of the greatest strengths of Arizona career education is the continual sharing of successful delivery systems. Many fine products have emerged from the working relationships of State-funded career education projects and school districts. It has been the practice of the Department of Education to share the best of these products with other practitioners whenever possible.

In this spirit, I present the Activity Idea Bank--developed in Tucson and adaptable to many other educational settings. This collection of career education activity ideas parallels a K-6 curriculum and includes numerous ways to deliver basic education outcomes. Mounting evidence has shown that "The Three R's" are most effectively learned when presented in a career education framework.

To realize its potential, career education must be infused into the school system rather than treated as a separate subject. The Activity Idea Bank is one approach that has successfully addressed the entire elementary curriculum of an Arizona school district. Perhaps it will be useful in your school(s) as well.

I wish to express my appreciation to those persons in the Flowing Wells Public Schools and the Pima County Developmental Career Guidance Project who contributed their time and efforts to the creation of the Activity Idea Bank. A special thank you goes to Sharon Kucinski, who coordinated the effort.

Sincerely,

Paul C Bennewitz

Paul C. Bennewitz
Deputy Associate Superintendent

M2/vh/19/5.16c

This book is YOURS!

THE IDEAS AND ACTIVITIES IN IT HAVE BEEN DESIGNED, COLLECTED AND ASSEMBLED TO MEET YOUR STATED NEEDS FOR INTEGRATION OF CAREER EDUCATION AND GUIDANCE INTO YOUR CLASSROOM.

THE TWO MAIN PURPOSES ARE:

1) TO ASSIST YOU IN BRINGING CAREERS AND GUIDANCE INTO YOUR DAILY LESSONS WITH EASE AND WITH AS FEW "EXTRAS" AS POSSIBLE, AND

2) TO ASSIST STUDENTS IN RELATING TO THEMSELVES, EACH OTHER AND TO THEIR WORLD IN A REALISTIC AND POSITIVE MANNER.

What could be simpler?

The teacher who uses
Career Education....

..opens doors...

..broadens horizons..

..and

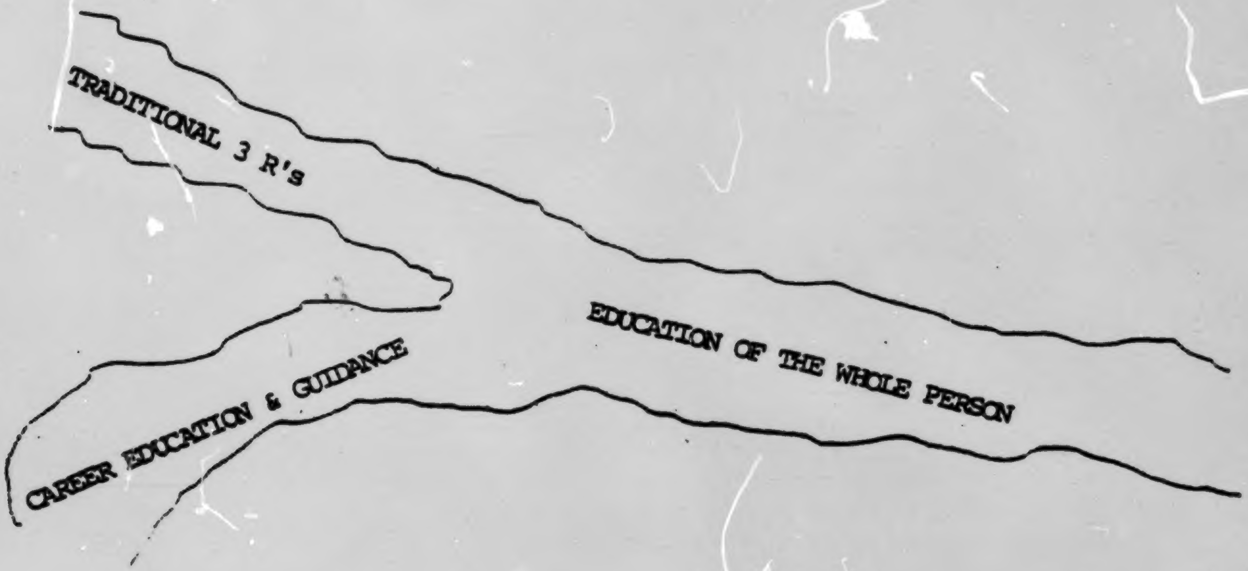
twirls kaleidoscopes.

IT IS LEARNING TO LIVE - LEARNING TO KNOW OURSELVES, GET ALONG WITH AND APPRECIATE OTHERS, LEARNING HOW TO MAKE GOOD DECISIONS, SOLVE PROBLEMS AND ACCEPT RESPONSIBILITIES.

IT IS LEARNING TO LEARN - UNDERSTANDING THE VALUE OF LEARNING BY EXPERIENCING HOW IT RELATES TO THE "REAL WORLD."

IT IS LEARNING TO EARN - LEARNING ABOUT CAREERS IN MANY AREAS AND HOW THEY RELATE TO OUR PERSONAL VALUES, EDUCATION AND SKILLS.

IT IS CONFLUENT EDUCATION - A JOINING OF THE TRADITIONAL 3Rs AND KNOWLEDGE OF SELF, CAREER OPTIONS, INTERESTS AND THE SKILLS WITH WHICH TO LIVE IN TODAY'S WORLD.


TRADITIONAL 3 R's
CAREER EDUCATION & GUIDANCE
EDUCATION OF THE WHOLE PERSON

DEVELOPMENT AND PURPOSE OF THE ACTIVITY IDEA BANK

This Activity Idea Bank was developed as a companion volume to the K-6 curriculum used in the Flowing Wells Public Schools (Tucson, Arizona). It includes Career Education and Guidance activities that correspond with 50 units regularly taught by elementary teachers. The selected activities:

1. can be implemented at little or no cost;
2. require minimal teacher preparation;
3. involve students directly in their community;
4. involve the community in the school; and
5. incorporate and encourage the use of guidance activities by teachers in the classroom.

This book was designed as a delivery system to facilitate self-reliance on the part of teachers in the infusion of Career Education into their on-going curriculum.

A cadre of teachers was established at each of four elementary schools to contribute to and evaluate the development of the book at each stage. The book was originally distributed to Flowing Wells elementary teachers and resource personnel in December, 1976 at in-service workshops. Additional copies were distributed to Pima County Developmental Career Guidance Project 'key teachers' and guidance specialists.

An evaluation was conducted three months after distribution to assess the impact the book had had on the classroom infusion of Career Education. Evaluation findings showed 1) an increase in the frequency of Career Education and Guidance activities in classrooms and 2) an increase in teachers' understanding of the concept of Career Education.

This book was presented at the Commissioners National Conference on Career Education (Houston, Texas, November 7-10, 1976) and at Arizona's Fourth Annual Career Education Conference (Phoenix, Arizona, April 13-15, 1977).

THIS BOOK CONTAINS THE FOLLOWING CAREER EDUCATION ACTIVITIES FOR UNITS IN GRADES

K - 6

- ABOUT MYSELF
- ABOUT MY FAMILY
- ABOUT COMMUNITY HELPERS
- TIME & TEMPERATURE
- DINOSAURS

- LEISURE TIME
- TRANSPORTATION
- COMMUNICATION
- MEASUREMENT
- ANIMALS & PETS

- FIVE SENSES:
    - SMELL
    - TASTE
    - TOUCH
    - HEARING
    - SIGHT

- DESERT
- INSECTS
- BASIC NEEDS OF MAN:
    - CLOTHING
    - SHELTER
    - FOOD

- TUCSON
- ECOLOGY
- OCEANOGRAPHY
- ASTRONOMY
- SIMPLE MACHINES

- CITIES
- ARIZONA: THE 5 C's
- GEOGRAPHY
- INDIANS
- HAWAII & ALASKA

- HANUKKAH & CHRISTMAS
- HALLOWEEN
- VALENTINE'S DAY
- THANKSGIVING
- RODEO

- ARIZONA MINES
- ART & ARTISTS
- PLANTS
- MAPS
- MUSIC

- EARTH SCIENCES
- MONEY & FINANCE
- ELECTION DAY
- WEATHER
- NEWSPAPER

- ANTHROPOLOGY & CULTURE
- SCIENCE
- WORLD HISTORY & TRAVEL
- CRAFTY IDEAS!
- CAREER UNIT IDEAS

APPENDIX

GUIDANCE KITS' CONTENTS FOR EASY REFERENCE
32 CLASSROOM GUIDANCE ACTIVITIES
SPECIAL UNITS & INFORMATION
MEDIA BIBLIOGRAPHY

Contents

ALL KITS, GAMES, FILMS, AND OTHER MEDIA REFERRED TO IN THE

Etc. SECTIONS OF EACH UNIT ARE LISTED IN THE

ANNOTATED MEDIA BIBLIOGRAPHY, APPENDIX, PAGE 94.

Activities

1) "ME" collage. Have students cut out pictures from magazines that express emotions they sometimes feel or pictures of things they like to do. During a 'show & tell' time, have students explain collages to the class. Class can ask questions.

2) Finger prints. With ink pad and small pieces of paper, have students make thumb prints and compare and contrast. Put their name on it and display at a bulletin board center. Good to tie in with a policeman who can give a short talk on how each finger print is different and they use them to identify criminals.

3) Mood Faces. Guidance activity using faces made on circles of tag board (expressions of happy, sad, afraid, scared, etc.) and mounted on popsicle sticks. Students raise and show the face they think expresses emotions of people in pictures you display OR their emotions if in the situation. Compare and contrast what different people felt (i.e. some happy in one situation, others afraid, as on a ferris wheel).

4) My Best Quality. What I Like Best About Me. The Thing I Do Best Is. All topics for discussion in classroom or small group setting. Use lots of encouragement and spread good feelings liberally. like jam on toast!

5) Many more ideas in DUSO, FOCUS and KINDLE kits.

6) In an effort to help students consider their importance and worth, provide the opportunity for students to make a pipe cleaner stick figure of themselves doing something they especially like to do. Have each student write a short poem ABOUT ME to go with the pipe cleaner figure. These "figure with poem" models can be used in a display area if names are not included. If the pipe cleaner figure is attached to a sheet of construction paper it will stand upright.

7) In a study of self and worth, include a discussion of "How My Mother Recognizes Me" from everyone else on the playground. This could be followed by an art assignment where the children have an opportunity to illustrate what they think makes them unique from the other children.

8) Silhouettes Activity. (See Guidance Activities in Appendix.)

Speakers & Trips

1) Have parents come in and talk about when the child was small.

Etc.

1) About Me. Kindle Kit with filmstrips and record, teachers' guide.
2) DUSO I & II Kits
3) FOCUS Kit
4)

Activities

1) Have students list jobs that have to be done at home and how a family works together (can work together!) to get things done. What jobs could they do at home?

2) Learning Center devoted to developing some 'Family Skills.' Have volunteer parents come in (get one parent to volunteer to help and she can round up all the others and organize it, taking the whole load off you! YEAH!) Skills such as setting the table correctly, folding clothes from the dryer, making a bed, answering the telephone could be practiced.

3) Emotions in a Family. Discuss some emotions/feelings that are sometimes felt in a family: happiness, frustration, sadness, anger, etc. and why. Help students understand that sometimes parents are angry not at them but at things that happened at work, at each other, are just tired, etc. What things make you happy in the family? What can you do to make the whole family happier?

4) Discuss different kinds of families: Two parents and children, single (one) parent, grandparents and grandchildren together, nuclear family and extended family ideas.

5) Bulletin Board Ideas: A 'Spider Web' idea with nuclear family in center and extending and stretching out to extended family, community, nation, Family of Man idea. "We Are All One Big Happy Family."

6) Do a guidance activity on COOPERATION and discuss need for cooperation in a family (a little emphasis on the classroom probably wouldn't hurt either!).

7) In studying the family as a part of society, take the students on a walking field trip to visit the home of a fellow student in the classroom. The parent (or parents) become resource speakers talking about their work and how the household functions as a family unit. Concepts of cooperation, economic interdependence and responsibility will probably be brought out in the parent's conversation with the students and are worthwhile to review in the classroom wrap-up session.

8) How is the classroom like a family? We are all together for a period of time; we have to cooperate to make it a happy environment; we are all different people but have things in common too (discuss commonalities in families and in students - some different and some the same).

Speakers & Trips

1. Parents - can talk about their individual child and about what makes him or her special and unique in the family.

2. Counselor - can talk about how students can make their parents feel "special" at home. This would most naturally follow some guidance activities on uniqueness and special qualities and some positive experiences with feeling unique on the part of the students.

Etc.

1. KINDLE KIT: "Five Families" (filmstrips, records, manual)
2. DUSO I KIT - see Appendix for listing of units.
3. Check your L.R.C. for media.
4. S.R.A. FOCUS KIT - See Appendix for listing of units.

Activities

1) Make safety posters for a contest.

2) Using toy telephones, role-play various emergency phone calls (to operator, to doctor, to neighbor, etc.)

3) Bulletin Board Ideas: Collage of community helpers; Helper of the Week; Draw large house and with yarn lines, show people who come to the house (mailman, repairman, etc.)

4) Through discussion and role-playing, students learn how they themselves can be community helpers (at home, on playground, at school).

5) Helper of the Week: Have one speaker a week in (correspond with bulletin board) to talk about his job in the community.

6) Walking field trips with small groups of students to report back to the class. Take 4-5 at a time, each group to a different location.

7) Riddles of community helpers.

8) "Race" of community helpers: Each student or group of students becomes a community helper and their logo "races" along horizontal graph as students measure work completed, behavior, etc.

9) Discussion: What would it be like without ____________? For sanitation workers, let room "go" for a while (ask custodian not to clean). How would our cities look without sanitation workers?

10) As students explore the community and recognize the interdependency of workers, the role weather plays in the world of work can also be brought out. Discuss how some workers are affected by the weather such as:

    Construction workers — rain
    Ski instructor — temperature (snow melting)
    Firemen — drought
    Baseball players — rain

11) To illustrate the interdependency of people, have students discuss, and then illustrate, what would happen in Arizona if everyone who worked with WATER (irrigation workers, plumbers, meter readers, etc.) quit. What implications for industry and personal use?

Speakers & Trips

1) Policeman/policewoman
2) Fireman/firewoman
3) Safety Patrol
4) Lifeguard

5) Park Ranger
6) Grocery store owner
7) Service station manager
8) Restauranteur

9) Road crew workers
10) School personnel
11) Sanitation crew

1) Walking trips around the community to businesses

2) Mini-Field trips - use station wagon and have aide drive - take 8-10 at a time!

3) Watch a road crew at work

4) Take a tour of a hospital

Etc.

1) KINGDOM OF COULD BE YOU: Transportation, Communication, Recreation, and others. This is a series of films (K-3 level) illustrating jobs in various job families.

2) JOBS IN THE CITY. Series of films (4-8 level) showing careers in various job families.

See Media Bibliography in Appendix.

Activities

1) Have a "No Clock Day." Cover the clock and have students turn in all watches. Only the teacher will use a watch (so we all get to lunch on time!). Discuss at the end of the day why we need to use time. Did we miss anything? How many watched the clock during the day, forgetting it was covered? Were we able to work better when we forgot about the time?

2) Who uses time? Make a bulletin board or have a discussion about people who use time on their jobs: Salesmen's appointments, teachers, students, transportation schedules (planes, buses, trains, etc.). Need for everyone to use the same time schedules.

3) Place Fahrenheit and Centigrade thermometers next to each other and have students take daily temperature readings on each one and graph.

4) Cooking activity using meat/candy thermometers.

5) "MY FAVORITE TIME IS ________." Discussion, pictures, short stories.

6) Make a sun dial according to the way ancients made them and "set" using a regular clock. Use it for a day or a week in the classroom. Can be made inexpensively with cardboard.

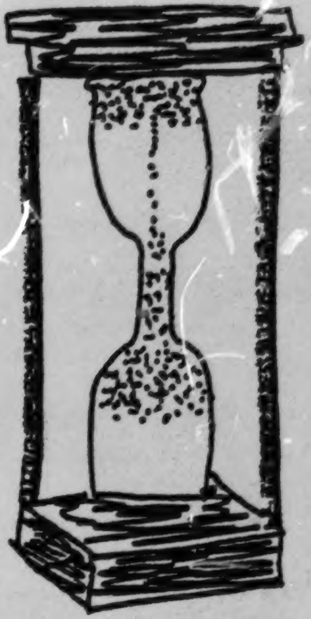
7) Using old clocks, set up a center to have students dismantle and see "what makes it tick."

8) Using airline timetables, set up a travel center having students plot courses from one part of the country/world to another. This would involve time changes, using different flights, lay-overs, etc. For instance: "What is the fastest way to get from Tucson, Arizona to St. Thomas, Virgin Islands?" (You'd be surprised to learn that you have to go through New York both ways - it's faster than Houston or New Orleans!!)
Include questions like: "What time does it leave?"
"Where do you have to make connections?"
"What is the destination?"
"What time would you arrive?"
"What are time zones? Do we cross any?"
"What is the International Date Line?"

Speakers & Trips

1) Clock maker - parts in clock making
2) Travel agent - time considerations in travel
3) Time Keeper (in factory)
4) Meteorologist - how they record temperatures

5) Go to a museum to see old clocks



Time in a bottle

A timely project for the new year! These giant hourglasses (or half-hour glasses) offer a real challenge to young engineers or scientists-to-be. This is a project that calls for many different abilities. First of all, "time" your bottles. Experiment with coarse and fine sand and pairs of bottles joined by a single cork drilled with a hole. (The size hole is also a factor when "timing" bottles.) Make sure that sand, bottles, and cork are completely free of moisture. When sand empties from one bottle to the other in your desired length of time, assemble bottles in frame.

Construct frame from four pieces of wood cut the same size. These should be at least two to four inches larger than the bases of bottles used. Tack two pieces of wood together, temporarily, outline bottle's base in center of top piece, then use a coping saw to cut hole through both pieces. Drill holes in each corner to fit available doweling (which should be the height of bottles plus thickness of two pieces of wood.) Pry pieces apart and nail each one to remaining plain piece. Put bottles in place. Then glue doweling firm. Decorate bottles with oil or acrylic paint, or use tempera and shellac, or spray with a clear coating.

Instructor Magazine. January, 1977.

Printed by permission of Instructor Publications, Inc. All rights reserved.

Marianne Seehafer teaches upper elementary grades at School 35, Rochester, N.Y.

Activities

DINOSAURS ARE BIG AT ANY AGE.....(LEVEL)....!!

1) Build a dinosaur land. Using a table top or a large box, make a topographical map of a swamp or plain where dinosaurs may have lived and place toy plastic models. Have students label them. Use center for story telling.

2) Have a dinosaur race! Place each student's name on a paper dino cut-out and "race" across a horizontal chart for behavior modification, classroom work, etc.

3) Dig one up! (Oh, not really, of course!) Use an Archelogy/Paleontology Kit to bury the large bones and have students role-play archeologist/paleontologist and carefully excavate them, labeling parts, and speculating on place they had in skeletal structure. Kit has trowels, brushes, tags for labeling, etc.

4) Invite a Paleontologist to help with Activity #3!

Speakers & Trips

1) Paleontologist from local University

2) Trip to a local "dig."

3) Carbon 14 Lab - if there is one near by.

Etc.

Activities

1) Have student develop a list of adult leisure-time activities. "Interview adult members of your family, friends, as well as neighbors, as to how they spend their leisure time. Clip pictures from newspapers and magazines that depict leisure activities. Report to the class on your findings." (The final product might include such activities as gardening, model building, stamp or coin collecting, television viewing, golf, tennis, dancing, needlepoint, bingo, attending plays, movies, etc.)

2) Divide yourselves into groups of four. Categorize the leisure-time activities into those that require training, special equipment, or an investment of money and those that do not. Make a bulletin board for each category using the collection of pictures from newspapers and magazines.

3) React to the statement, 'Your leisure is our business.' Describe new careers opening up because of a general increase in leisure time, particularly careers that are related to activities that require training, special equipment, or an investment of money. Include in your discussion factors that promote increased leisure time: the four-day week, more money in circulation, etc. Tell how you feel about the four-day work week, and why.

4) "Interview a person involved in a leisure-time occupation. Report to the class on your findings. Some possible questions to ask are:
   - a. How did you become involved in __________ as a career?
   - b. Is this a result of a former interest in the activity?
   - c. What kinds of expertise, skills and education are involved?
   - d. Are there opportunities for ambitious people with new ideas in leisure careers?
   - e. Is the career area truly expanding?"

5) What kinds of leisure activities do we do? Make a list of all the things the students do for fun and when they have free time. Are there any persons with special skills who could teach others? (knitting? macrame? model airplanes?) Set up a time each week - or twice a week - when students could teach other students skills.

6) As a class, learn a whole new leisure time activity. You too!! Decide on something that just about everyone would like to learn to do — that could be learned in the room in a short amount of time - a couple days a week, for instance. How about bird watching? Rock collecting & identification? Bug collections?

Speakers & Trips

COMMUNITY MEMBERS - Or parents who can demonstrate a hobby. Send notices home with students and ask for volunteers.

- For a specific hobby. Ask that the speaker "man" a center in your room for a morning and work with small groups of students for 20-30 minutes at a time.

Teaching children how to use free time well

Etc.

USE OLDER STUDENTS - Check with the upper grade levels for students who have talents and might be willing to work in your room for a day or so. Think of the self-concept!

CHECK WITH CHURCH OR SOCIAL ORGANIZATIONS FOR RETIRED PERSONS: Think how some older person might just really love to come in and work with students.

FIELD TRIPS TO SHOWS, EXHIBITS, FAIRS, ART & CRAFT SCHOOLS AND SHOPS, etc.

Activities

1) Take a walking trip around the neighborhood. Let the students make a list of all the kinds of transportation that they saw when they get back.

2) Bulletin Board ideas: Jobs in Transportation; Kinds of Transportation.

3) Reading Center with all the books about transportation that you can put into it. Include tapes of some of the books.

4) Incorporate into math by adding up mileage, speeds, take "trips," etc.

5) Compare and contrast old fashioned methods of transportation with modern methods. Compare comfort, time, convenience, considerations such as food for animals vs. gas, etc.

6) Invent travel of the future. How will people get to the store, to school? Rocket belts, monorails, faster cars?

7) Collage of travel methods.

8) Discuss problem of pollution from transportation. What does the class think a solution could be? Who could you write to to suggest this method as a possible solution?

Speakers & Trips

1) People with jobs in Transportation: bus driver, cab driver, truck driver, etc.

2) Pilot

3) Pollution Control personnel

    1) Airport

    2) Bus station

    3) Train station

    4) Cab company

    5) School bus garage - talk by mechanic about keeping buses in good condition

    6) Rodeo Museum has many old carriages, wagons, etc.

Etc.

Activities

1) Spread out contents a Communications Kit. Name each item. Discuss the positive and negative aspects of using each to communicate.

2) Pretend some major event has taken place. Write and act out a play in which the facts about this event are communicated around the world using all the items in the kit.

3) Write letters to students at the School for the Deaf and Blind using the Braille alphabet (punch letters in tagboard).

4) Practice spelling words in sign language.

5) Watch the news in sign language on TV.

6) Contact the Telephone Company for films, booklets, and teletrainer.

7) Practice making phone calls:
   Emergency calls (memorize numbers)
   Answering the phone and taking messages
   Correct telephone procedures and courtesy.

8) Learn to use the telephone book.

9) Guidance activity: Broken Squares (page 56) will illustrate the need for communication between people working together.

Speakers & Trips

1. **BELL TELEPHONE.** Will send people out to demonstrate telephone manners, right and wrong ways to use the phone, etc. Call them direct.

2. **SCHOOL FOR DEAF & BLIND.** How do people with handicaps communicate? Someone may be willing to come out or provide information to you.

Etc.

Activities

1) Use colored water to pour between various vessels of differing sizes and shapes to illustrate capacity. What does 1 quart look like in a 1 quart container? In a gallon container? In a 6 gallon container? Who has to know about these measurements on their jobs?

2) Have a contest, when students are familiar with liquid measurements, to guess how much is in a certain container.

3) Measure the room. Make a large bulletin board to scale of the room. Include cut-outs of desks, chairs, bookcases, etc. Invite an interior decorator in to talk about different room arrangements and how she/he uses this technique in her/his job.

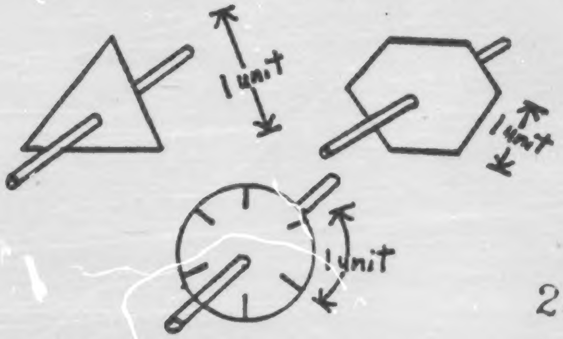
4) Take heights of students. Make a wall chart of silhouettes. Include data in each sillouette such as height and weight, birthday, favorite things, fingerprints, an art work, etc. Graph them.

5) Do a cooking activity, with mother helpers, that requires lots of measurements. Have students do all the measuring and interpreting of the recipe.

6) How big are you? Work with a partner. Estimate your skin area in square decameters. Estimate your volume (not capacity!) in liters.

7) Use the angle finder. Find the height of different objects around the area. Teacher may need to help the student in using the angle finder. Prepare a chart showing how you used the device and what you measured.

8) Construct three wheeled measuring devices, both circular and noncircular. Mark them in centimeters. Measure various distances in the room using the three wheels. Compare the results.



My— You have a Big Foot.

9) Measure feet. Have each student trace his/her foot, cut it out, color and paste on a chart. Measure in inches and centimeters, length and width. Have a shoe salesman come in and measure some of the feet and talk about how he/she uses measurement.

10) Measure biceps of kids to see how many inches of muscle in the classroom.

11) Graphing Game. a) Help child decide what he is going to survey. "Think of something you would like to know about our class." Sample tasks: How many children have on tennis shoes and how many do not? Who has a dog for a pet or who has a cat? Who eats breakfast and who does not? Who is present and who is absent? Who likes apples and who does not? b) The child draws a picture representing each category and places them at the top of each side of the graphing chart. "Draw a picture of these two things and then ask each person in the class what his or her opinion is." Then pin his picture under his opinion. c) The child does the survey of the class and pins each picture on the appropriate side. d) Conduct a follow-up discussion.

Speakers & Trips

1) Carpenter
2) Lumber yard employee
3) Kitchen helper from school kitchen
4) Carpet installer

Etc.

1) School kitchen, watch measuring and cooking

Activities

1) Bulletin Board ideas: Animals in the Wild; Kinds of Pets; Do's & Don't's with Animals; Collage of Animals; Imaginary Animals.

2) Science Project: Keep an animal in the room and record feedings, growth and development.

3) Discussion topic: "How are some people like animals?"

4) Invent an animal. Have students invent an animal using any parts they would like. What would it look like? Sound like? What would you feed it? Is it wild or a pet? Does it help man in any way?

5) List businesses that depend on animals (dairy, ranch, pet stores, circus, etc.) Make a classroom business, a bulletin board, or role-play.

6) Examine pet food and pet care products. Compare prices, ingredients.

7) Research when special animal programs will be on TV. Make an "Animal TV Guide" for the class and keep it active all year.

8) Write to National Geographic (in your free time!) and find out about authors who study animals. Are they financed by Geographic? How did they get interested? What is their educational/career background?

9) Discuss what can be done if students see animals that are being mistreated. What should they do? Use Humane Society for reference.

10) Make a list of Basic Human Needs. Compare and contrast it with Basic Animal Needs. How do animals in the wild provide for themselves? How are we responsible for caring for our pets' basic needs? Include "being loved."

11) Study endangered and extinct species. What is being done to protect endangered species? Is man an endangered species?

12) Explore projects to conserve animals used for fur, shoes, oil, etc. Resource: U.S. Game & Fish Department.

13) Classify animals into many kinds of groups: Color, Size, Food They Eat, Mode of Travel, Useful to Man and Not Useful to Man.

14) Vocabulary development: Study words that describe animals, that sound like animal sounds, etc. Similies: Grumpy as a bear, mad as a wet hen, happy as a lark, busy as a bee (a personal reference?), etc.

Speakers & Trips

1) Arizona-Sonora Desert Museum - How desert animals survive; Kinds of animals in this area.
2) Animal trainer (when circus in town; dog obedience school)
3) Veterinarian
4) Zoo employee (preferably one who works with animals)
5) Paleontologist (with samples)
6) Pet store owner
7) Pet food maker
8) Goat raiser (with a goat)
9) Bee keeper
10) Humane Society

1) Arizona-Sonora Desert Museum
2) Pet store
3) Pet food manufacturer
4) Farm/Ranch
5) Horse ranch
6) Zoo
7) Animal shelter
8) Veterinarian
9) Animal trainer
10) Kennel

Etc.

1) FILM: "Life in Parched Lands." Excellent film from Sabino Canyon Visitor Center about animals and their survival in the S.W. desert. Good vocabulary, although may be a little high for Kindergarten classes. Must pick up and return, but it's worth it. Lots of action, good color, shows change of seasons.

2) RELATED RESOURCES: Ranger Rick Magazine, National Geographic.

3) Build a model of a zoological park, using markers naming cages of animals, countries of origin, food, etc. Improve on the "zoo" concept by building the "ideal" for the animals. Discuss the needs and wants of animals. What would make them happiest? Are they the same things people need/want?

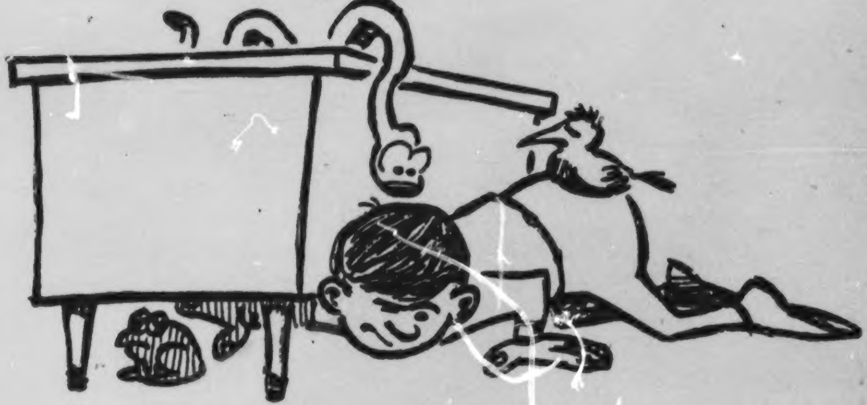
4) Trace the history of zoos back to Egypt and China.

Activities

1) Bulletin Board ideas: Animals in the Wild; Kinds of Pets; Do's & Don't's with Animals; Collage of Animals; Imaginary Animals.

2) Science Project: Keep an animal in the room and record feedings, growth and development.

3) Discussion topic: "How are some people like animals?"



4) Invent an animal. Have students invent an animal using any parts they would like. What would it look like? Sound like? What would you feed it? Is it wild or a pet? Does it help man in any way?

5) List businesses that depend on animals (dairy, ranch, pet stores, circus, etc.) Make a classroom business, a bulletin board, or role-play.

6) Examine pet food and pet care products. Compare prices, ingredients.

7) Research when special animal programs will be on TV. Make an "Animal TV Guide" for the class and keep it active all year.

8) Write to National Geographic (in your free time!) and find out about authors who study animals. Are they financed by Geographic? How did they get interested? What is their educational/career background?

9) Discuss what can be done if students see animals that are being mistreated. What should they do? Use Humane Society for reference.

10) Make a list of Basic Human Needs. Compare and contrast it with Basic Animal Needs. How do animals in the wild provide for themselves? How are we responsible for caring for our pets' basic needs? Include "being loved."

11) Study endangered and extinct species. What is being done to protect endangered species? Is man an endangered species?

12) Explore projects to conserve animals used for fur, shoes, oil, etc. Resource: U.S. Game & Fish Department.

13) Classify animals into many kinds of groups: Color, Size, Food They Eat, Mode of Travel, Useful to Man and Not Useful to Man.

14) Vocabulary development: Study words that describe animals, that sound like animal sounds, etc. Similies: Grumpy as a bear, mad as a wet hen, happy as a lark, busy as a bee (a personal reference?), etc.

Speakers & Trips

1) Arizona-Sonora Desert Museum - How desert animals survive; Kinds of animals in this area.
2) Animal trainer (when circus in town; dog obedience school)
3) Veterinarian
4) Zoo employee (preferably one who works with animals)
5) Paleontologist (with samples)
6) Pet store owner
7) Pet food maker
8) Goat raiser (with a goat)
9) Bee keeper
10) Humane Society

1) Arizona-Sonora Desert Museum
2) Pet store
3) Pet food manufacturer
4) Farm/Ranch
5) Horse ranch
6) Zoo
7) Animal shelter
8) Veterinarian
9) Animal trainer
10) Kennel

Etc.

1) FILM: "Life in Parched Lands." Excellent film from Sabino Canyon Visitor Center about animals and their survival in the S.W. desert. Good vocabulary, although may be a little high for Kindergarten classes. Must pick up and return, but it's worth it. Lots of action, good color, shows change of seasons.

2) RELATED RESOURCES: Ranger Rick Magazine, National Geographic.

3) Build a model of a zoological park, using markers naming cages of animals, countries of origin, food, etc. Improve on the "zoo" concept by building the "ideal" for the animals. Discuss the needs and wants of animals. What would make them happiest? Are they the same things people need/want?

4) Trace the history of zoos back to Egypt and China.

Activities

1) Read Follow Your Nose by Paul Showers as preparation for a field trip related to smells.

2) Make a book or bulletin board on different smells at school, home, out-of-doors, etc.

3) Set up a center with Mystery Smell Jars containing all variety of mysterious things. Let students guess what they might be.

4) Write a group chart about what noses are good for, i.e., a place for freckles, sneezes, hold your glasses in place, scratching, etc.

5) What workers need their noses? Cook, baker, florist, policeman, fireman, etc. Good for a bulletin board or worksheet.

6) Classroom cooking center to bring into play all senses where students could make "no-bake" things. Try making a recipe where each person in a group gives up one sense - someone wears gloves and is blindfolded.

7) Make sachets as gifts.

8) Often students do not think of the sense of smell as being involved in occupational work. Using the following job title list (additions can, of course, be made!), have students discuss the role smell plays in the job: Forest Ranger, Gas station attendant, sanitation worker, roofer (tar), and those in #5.

9) Using an art book, study different kinds of noses. Art sketch books have many different kinds in them and students could pick a favorite and make a self-portrait with a new nose!

Speakers & Trips

Use as speakers any of the jobs listed in Activites #5 and #8.
Use for Field Trips any of the locations where these workers do their jobs.

Etc.

Activities

1) Have a tasting party. Ask parents to contribute foods for kids to taste; new foods for them to try. Encourage every child to try a little of everything and describe it.

2) Make a story time or talking mural as a follow-up to #1. Foods could talk about themselves. Mural could have foods marching across the wall, foods that have been tried by the children.

3) Compare the taste of vegetables cooked and raw. Try preparing one food in many stages, i.e. Apples: applesauce, baked, raw, applebutter, juice, etc.

4) Make peanut butter by grinding peanuts in a meat grinder and mixing with a little butter. Compare taste with manufactured brands.

5) Pass out peppermint candy canes. Ask children to describe them: Taste (spicy, sweet), Look (like a drill, barber pole), Smell (sweet), Feel (hard, sticky), and Sound (crunchy, like chewing ice).

6) Bulletin Board ideas: Different kinds of areas for our "buds," - sweet, sour, spicy, etc. and put foods into each area.

7) Discuss "eating the desert." What did Indians find in the desert to eat? What do animals eat? Can/do we use some of the same things? Bring some in to taste.

8) Tasting Centers: Ethnic foods (Italian, Mexican, Greek, soul food, etc.)

9) Make a meal plan that takes in all tastes into one meal.

10) Eat an onion. To show how much our sense of taste is linked to sense of smell, blindfold several students and have an apple held under their nose to smell while giving them a bite of onion. Try with other foods that have similar textures, but very different tastes.

Speakers & Trips

1) Chef or cook
2) School nutritionist
3) Health food store owner with samples

1) School cafeteria (main one)
2) Ethnic restaurant
3) Tortilla factory
4) Bakery

Etc.

1) SRA FOCUS STAGE 1, Unit G, "Smelling and Tasting."

Activities

1) Make a Touch-Mobile. Hang tactile objects from a coathanger and at a reachable height. Let children, blindfolded, guess what they are.

2) Make a Magic Box. Fill it with workers' tools and have children guess what the tools are. Hammer, screw driver, spoon, spatula, stethoscope, trowel for gardening, hair roller, etc. Make a game of it with a check-sheet with pictures of many tools (some in the box, some not) and students check ones they think are in the box.

3) Make a collage of textures, using cloth, different weights and kinds of paper, parts of plants, etc., etc.

4) Bulletin Board Ideas: Workers Who Use Touch. Mystery Bags (paper bags hung at reachable height - like Mystery Box).

5) Play the "AS" Game: As slippery as ______________; As scratchy as ________; As silky as ____________; As rough as _____________.

6) Sand Pictures can be really fun..for the kids! Make designs on paper with glue and sprinkle on sand. Shake off excess. Other students can use sense of touch to try and guess what they are - blindfolded.

7) Read The Blind Men and the Elephant by John Saol (SRA FOCUS KIT Stage I, Unit H). Discuss disadvantages of finding out by touch alone and how we rely on ALL our senses.

8) What objects might be hard to figure out by touch alone? A sky-scraper? A star? A stethoscope?

9) Using imagination, discuss how a cloud might feel. A star, snow, a rainbow, colors, etc.

10) Make a "FEELY" box. Similar to #2, but students reach in and feel different kinds of objects and try and guess (with no hints from a worksheet!) what is inside.

11) Finish sentences such as "Things I like to touch are _______________;

Speakers & Trips

1. Doctor - demonstrate how he uses touch in a physical examination and what it tells him.
2. Hair dresser - what the feel of hair tells you about it.
3. Sculptor - A high school or college student can demonstrate the use of touch to create a work of art.
4. Weaver - bring in several different kinds of materials used to weave and how together they make different textures and patterns.
5. Gardener - uses sense of touch to test soil and plants.
6. Furniture maker - touch used in making furniture, sanding, varnishing, etc.

Etc.

Activities

1) Make windchimes from ecology projects or discarded items. Use different materials for different sounds.

2) Try a Jug Band! Make a classroom jug band for talent night and have students "compose" a tune with help of music teacher. Use washboards, and classroom objects that make neat sounds. Have a concert for the principal!

3) Discuss workers who use noisy tools on their jobs - secretary, street worker, carpenters, etc.

4) Make a worksheet (I heard a distinctive "Oh Ugh!", but please read on...) that associates sounds with workers. One side could show sounds workers hear and the other side could show the workers (two columns, not front and back!) and students would match. For instance, a saw buzzing and a carpenter.

5) Nonsense sounds can be made to "replace" the real ones. In place of the "vroom" of a vacuum cleaner, invent a new sound for it.

6) Bulletin Board Idea: Put up sounds, like splash, plop, splat, etc. and students match with things that go..... A felt board game.

7) Where the Wild Things Are by Maurice Sendak is a good book to read for sounds. Have children invent imaginary animals and make up sounds for them. When each student has an imaginary animal, place them all in a "zoo" and make all the noises together.

8) Peter and the Wolf and Grand Canyon Suite are good listening records.

9) Go for a listening walk. Ask students to listen carefully to what they hear and make a list when you return. Sit in class or on playground and listen very carefully. What do you hear?

10) What sounds do we hear at home in the morning? At supper time? After we are in bed?

11) Play Talking Object: "If my chalk could talk, what would it say?" "If your shoes could talk, what would they have to say?"

12) Sounds have emotional connotations. Ask students what they like to hear. What they do not like to hear. What is a comforting sound? A scary sound?

13) Sound effects record. Many radio stations would be willing to make a cassette recording for you. Make it a guessing game in a center.

Speakers & Trips

1. Musician (H.S. band or orchestra?)
2. Piano tuner
3. Telephone operator
4. Radio announcer
5. Speech therapist

1. Attend a band or choir rehersal or class.
2. Have speech therapist bring in one of the students who is willing.
3. Go to a music store.

Etc.

Activities

1) Describe something you see in as many ways as possible. Imagine how it would appeal to the other senses as well: How would it feel, smell, sound, etc.?

2) Find the leader game: Students sit in a circle, one person leaves the room. Others select a leader. He starts a motion which the others follow, such as lifting a finger, tugging an earlobe, etc. The outsider comes in and tries to discover who the leader is, while the leader changes motions while others follow along. Outsider must use careful observation. The leader could mimic worker's movements (sawing, typing, etc.).

3) Blindfolded. Discuss the concept of blindness with the children. Working in pairs, blindfold one of the students while the other leads him around. Reverse situation. Discuss what each had to be aware of in the experience. Good for discussion of concept of TRUST.

4) Braille books to explore. Bring in braille books for students to explore. Have students learn braille alphabet (good bulletin board display). They can make pin pictures or send notes to each other (and see if teacher can read them!).

5) Ask children to associate colors with feelings. What do you feel like when you see blue? Yellow? Green? How would you describe a color to a person who had never seen it before? Bring in an unusual color and have one student try and explain it to another who has not seen it.

6) Sound effects record. Play a sound effects record in the classroom and ask students to associate feelings and senses with it. For instance, what do you feel when you hear a fog horn? Any colors come to mind? (i.e. cold, damp, gray, etc.)

7) Associate occupations with sense of sight. Who needs a keen sense of sight on the job? A surveyor, an artist, a typist, an electrician, an optician, an eagle?

8) Draw a familiar object with your eyes shut. Discuss the need for sight in getting perspective.

9) Use eye patches. Blindfold only one eye for a few hours and have students discuss need for BOTH eyes in gauging distances, etc.

10) Display a set of objects on a table. Ask one child at a time to leave, then remove one or more of the objects. Can they tell which ones?

11) Eye safety. Discussion of things that can hurt eyes. Follow with a poster contest for "EYE CARE."

Speakers & Trips

1) Painter
2) Architect
3) Optometrist
4) Florist
5) Welder
6) Life guard
7) Blind person

1) Florist
2) Manicured gardens at the zoo or city park
3) Art Museum
4) Optometrist office

Etc.

1) Magic Glasses. Seeing a world full of things we never noticed before. SRA FOCUS STAGE I Kit, Unit F. Follow up by making "magic glasses" in class and have students look for certain kinds of things they may not have seen before, i.e. smiles, frowns, happy people, people who need help, etc.

Activities

1) Take a walking trip after doing in-class studies of the desert. Assign groups of students to certain areas to explore and check off on a list what they see (palo verde, barrel, animal tracks, etc.) Bring samples of vegetation into the classroom to display. Compare and contrast.

2) Have a tasting center on desert edibles. Talk about what the Indians ate on the desert and other ways they used the environment (clothing, shelter, etc.). What do animals eat? What is poisonous and how can you identify it?

3) Do a desert safety lesson. How do people get lost? What should you do if you find yourself lost (so others can find you too!)? What is the greatest danger on the desert (dehydration from exposure) and how can you avoid it?

4) Southern Arizona Search and Rescue (call Sheriff's Dept.) has a great deal of printed information about desert survival and will send it to you or a speaker will bring it with him. Printed matter adult level, but you can "translate" and use in many ways.

Speakers & Trips

1) Southern Arizona Search and Rescue
2) Forest Ranger
3) Desert Museum
4) Rancher

    1) Working ranch in the area
    2) Desert Museum or local desert landscaper

Etc.

1) LIFE IN PARCHED LANDS, a film at the Sabino Canyon Visitor Center, can be used in classrooms if you pick up and return. Excellent photography showing animals and plants of this area in "daily lives" - hunting, nesting, burrowing, etc. Has a wide variety of birds, animals, snakes and insects, shows change of seasons and talks about importance of rain to the desert and life. Vocabulary may be advanced for K, but not prohibitive.

Activities

1) Compare division of labor amongst insects with factory concept. Are they similar? — different?

2) Do insects help man? How? What can we learn from them?

3) Set up an ant colony. (Go ahead! What's a loose ant or two?)

4) Set up a bee colony! Contact a speaker from a bee research laboratory or a private beekeeper to assist you and perhaps supervise. Discuss Division of Labor in the hive, classroom, home, etc.

Speakers & Trips

1) Beekeeper
2) Bee researcher
3) Demonstration with bees wax candles

Etc.

Activities

1) Individual collages of different scraps of material. Can be a design or just a patchwork. Students should be aware of texture, colors, scents, (if any), etc.

2) A sewing circle to make a quilt, an apron, a vest. Mothers can help and boys as well as girls can participate.

3) Have a tailor come in to measure a boy for a suit. Talk about men in the tailoring profession, use of math and how to make sure it will fit.

4) Center for demonstration of weaving, knitting, embroidery, crochet. Grandmothers are delighted to help in this way.

5) Bulletin Board Ideas: Show different clothing for different climates; show special clothing for special jobs (tunics, aprons, jump suits, space suit, nurses' uniform, etc.).

6) Cotton Picking Ideas: As follow-up to a cotton picking field trip, students can make their own cards for separating the cotton strands and making them all go in the same direction. Spin the cotton filaments into thread and place on spool. Can do a simple weaving activity or dye the cotton, using natural dyes.

Speakers & Trips

1) Parents who sew
2) Weaver/spinner

   1) A clothing factory.
   2) University or private cotton fields to pick cotton.
   3) Go see sheep shearing.
   4) Weaver - watch weaving on large looms.

Etc.

Activities

1) Student-made collages using materials gathered from trip to lumber yard, i.e. different nails, screws, screening, sand-paper, roofing material, etc. Size: 18" x 18". Use rope attached to back for a handle. Good for developing manual dexterity, gross and fine motor skills as well as students' use of actual tools.

2) Building project: Build something in the room, like a large model doll house. Have speakers in at appropriate times to work with the class, i.e. an architect to help design, a draftsman to help draw up plans to scale, carpenter, electrician, etc.

3) Bulletin Board ideas: Matching construction workers with tools; Collage of different kinds of shelters or buildings.

4) Design their "perfect house," with everything the way they would want it.

5) Relate different kinds of shelters for different climates. Match the house with the climate and available building materials. Good place to integrate indian native housing and environment (hogans, tepees, log houses, etc.).

Speakers & Trips

1) Any construction worker: carpenter, brick layer, electrician, plumber, architect, painter, etc.
2) Interior decorator

1) Building site (call Estes, Chastain, etc. for permission to visit a site)
2) Lumber yard
3) Building supply store
4) Interior design establishment

Etc.

KCBY: "Construction" (animated, great for K-2)

JITC: "Construction" (4-6)

Activities

1) Make a garden inside room in containers or in outdoor plot. Custodian may be a great help.

2) Name and list four food groups as a classroom activity without using the "traditional" groups. Let students group foods with minimal direction from the teacher.

3) Set up tasting centers for various kinds of foods: Ethnic, cooked, raw, unusual, desert foods, etc. Students must describe texture, taste, smell, etc.

4) Assembly line for cooking experiment.

5) Play "Shopping Spree." Using the alphabet, one person goes shopping for food and one letter of the alphabet is called out. Next person must think of a food that starts with the next letter, and so on. Many variations.

6) Use a learning center as a restaurant. Students can plan menus, apply for jobs, serve "food," clean up, etc.

7) Taste foods in different stages: Raw apples, cooked, applesauce, juice, baked, pie, applebutter, etc.

8) Bulletin Board Ideas: Classify foods at tasting centers as bitter, sweet, sour, fruits, vegetables, meats, etc. Make a "Hungry Thing" in the center of the BB and students can draw different things to feed it. Try to keep it on a balanced diet!

9) Trace food from soil (seed) to the table. Draw workers along the way. Make it a "Traveling Bulletin Board" around the room.

10) What would happen to our food stores if there were no trucks or trains or planes to bring food in? What is made or grown right here in our town that we would be able to eat? What is grown easily in this soil?

11) Make a classroom store. Use play money. Students can bring in empty containers from home.

12) Use food in art activities.

13) "You Are What You Eat." Pick out 5 packaged foods and list all ingredients - you do not know. (i.e. BHA - BHT, Monoglyceride, etc.)
    1. What is it?
    2. Why is it added?
    3. Long term effects?
    4. Can food be made without it?
    5. What changes would it make?

14) Discuss dehydrated foods - what foods are easily dehydrated, why, how, for what general uses. Try classroom experiments. See Astronomy unit for more.

Speakers & Trips

1) Local farmer - talk about his job. Relate to seasons.

2) Someone with an ethnic background to fix food for the class.

3) Health food store owner to bring in samples of health foods.

1) Ethnic food markets

2) Health food store

3) Fruit stand

4) Fish market

5) Meat company

6) Beekeeper

7) Pecan orchard/citrus orchard

8) Tortilla factory

9) Dairy

10) Bakery

11) Truck stop to see how refrigerator trucks are iced

Etc.

THIS UNIT WAS DEVELOPED FOR TUCSON STUDENTS WHO STUDY UNIQUE QUALITIES OF THEIR CITY. IT CAN, OF COURSE, BE ADAPTED TO YOUR CITY!

Activities

1) Do guidance activity on Leadership called "Ship Wreck." (See Appendix.) Discuss qualities of leaders in a city.

2) City Services. What must we have for the city to work? (Road crews, electric power, sanitation, etc.) Discuss importance of these jobs to the community.

3) Invite City Council person in to talk about city government and his or her job, after you have studied government structure a little.

4) Set up a "Perfect City." Use table top, boxes, etc. What things happen in an ideal city? Have city planner in to discuss concept of "zones." What can students do to make their city ideal?

5) Find out how Tucson got its name. How the mountains were named.

6) Tourism is Tucson's number one industry. Investigate jobs that are related to this, i.e. restaurants, motels, gift shops, tour guides, scenic attractions, etc. How are these people affected if tourists don't come? How does this affect all of us?

7) Make a Bulletin Board showing all the possible people a tourist might come in contact with in a stay in Tucson. See #6 plus many more. Chamber of Commerce could help, also students could brainstorm.

8) What is the most serious problem in Tucson today? Is it transportation? Growth? Water? Investigate and come up with possible solutions. Invite a city councilperson in to discuss it with the class.

9) Debates: Freeways vs. Mass Transit; Urban Sprawl vs. Controlled Growth; Destruction of Desert in favor of Growth (including jobs) vs. Desert Preservation.

Speakers & Trips

1) Ask your local chamber of commerce to come in. They often have presentations all put together for students, including films or slides, a prepared talk, posters, buttons and/or brochures.

2) City Councilperson - city government, politics, problems.

3) Tour the city and/or county complex.

4) Member of a Zoning Board or Commission; city planner

Etc.

1) SRA FOCUS KIT III: Unit I - PHYSICAL ENVIRONMENT. Shows the impact of technology on environment. Discussion of the concept of priorities. A good activity just before or after the city planner !

Activities

1) Bulletin Board Idea: Using scales (scales of justice with 2 trays type), show a need for "balance" in nature with predators vs. prey, man vs. animals, cities vs. country space for animals, etc.

2) Recycling. Classroom activities or drives to recycle waste paper within the room for scratch pads, save and melt crayons for candle making, etc.

3) Study recycling in the community. Who does it? What do they recycle? Why?

4) Write to Coors Beer Company or call local representative and ask for any information they have on their recycling programs.

5) Rope off a section of land (perhaps one of the parents has some land in the desert you could visit?) and study the vegetation, animals, insects in it. Compare at different time of the year. Are there more or less than at other sites you could pick?

6) See Desert ideas.

7) Contact National Forest Service regarding recycling paper to save trees. How many trees are saved each year?

8) Plant a tree.

9) Go on a class pick-up mission. Clean up school yard, the neighborhood, etc.

10) Define and explore the term "recycling." What is it? How do we do it? Why? Conservation or recycling?

Speakers & Trips

1) Visit a recycling plant -- cans, paper, etc.

2) Learn how sewage can be used as fertilizer. How the half-treated water can be used for spraying lawns, etc. as it contains many minerals!

3) Contact Coors. Have a speaker in to talk about recycling.

4) Call you local University. Invite an environmentalist or conservationist in to talk.

Etc.

Activities

1) Classroom aquarium. (Too obvious?)

2) Make the classroom into a fishbowl. Fish, rocks, bubbles, kelp, etc. up walls. Emphasis on cooperation: How do species of fish cooperate with each other? How can we work like the fish - TOGETHER?!

3) Make the waste basket into a shark using cardboard to simulate jaws. "Feed the shark" at the end of every day to keep him healthy!

4) Study uses of kelp and seaweed. See if health food stores have any in stock for tasting.

5) Display sea shells and their uses - jewelry, decorations, etc.

6) Learn together about endangered species in the sea: Dolphins, whales, porpoise and sea lions.

7) Food From the Sea: What kinds of things do we get from the sea that we eat? If possible, have a tasting center.

8) Do a de-salinization project. Consult your L.R.C. for instructions or the public library. (Sure you can...I'll help!)

Speakers & Trips

1) Marine Biologist with specimens

2) Scuba Divar with equipment

Etc.

Activities

Life?
...Ridiculous.

1) Read a story about ancient sun dials and how they were used. Set one up outside or in classroom where it will be in the sun. Chart time with the clock.

2) Study the space program. How much did we know about the moon 200 years ago? 100 years ago? 50 years ago? What do we know now? (Good Bulletin Board idea if you have nothing to do one afternoon!)

3) Set up a corner of the room as a Space Capsule. What would we need to take for a long space journey? Consider weight, food, clothing, entertainment. Place books from library in the capsule. Show all filmstrips, movies, etc. about space in the Capsule. Make a journal of imaginary travels.

4) Bulletin Board ideas: Vocabulary; Myths vs. Facts; Solar System.

5) Invent a planet. What would it be like? Who would live there? What would we all eat?

6) Write NASA for information, brochures, etc. approximately 2 months before the unit. (Optimistic, aren't I?!?)

7) Study constellations. Use Connect-A-Dot drawings to illustrate.

8) Get packages of dehydrated foods and place in Capsule for tasting. There is even dehydrated ice-cream!

Speakers & Trips

1) Astronomer from local university or observatory.
2) Private or commercial pilot.
3) Air Force pilot in pressurized gear.
4) Someone to talk on future space travel.
5) Go to a local planetarium or observatory.

Etc.

Activities

1) Ask the custodian to bring a very large rock to the playground. Have the students attempt to move it themselves by force. Now, using a lever and a brace, demonstrate how much easier it is to move. "Machines make man's work easier." (Sometimes!)

2) Using an old, discarded appliance (preferably a small one!), have students work at a center taking it apart and making observations about contents' function for each piece.

3) Have students design their own "Simple Machine" to do a task at school or at home. Draw it out, explain it to the class, talk about what they might use to construct it, etc. VOILA! You have a class of Mechanical Engineers!

4) Have a mechanical engineer come in to the class and talk to the students about his or her job and evaluate (positively, of course!) the students' inventions.

5) Check with your local Career Education Project for films, posters, etc.

6) Have a "Simple Machine Hunt" around the school. Students can go in small groups and come back with a "secret list" and the group that comes back with the most simple machines on their list, wins — free time at the library, an extra 15 minutes at recess — whatever!

7) Brainstorm all the machines we use each day from waking to sleeping. Start with first thing in the morning (alarm clock, toaster, watch, electric toothbrush, etc.). Discuss how machines make life a lot easier.

8) Invent a Machine of the Future to do a task man must do now.

Speakers & Trips

1. Mechanical Engineer - with sketches of machines, wheels and gears, etc.
2. Mechanic with tools and some engine parts.
3. Bicycle repairman - one or two kids could bring broken bikes and a center could be held out on the porch watching him repair them. (Well, we could ask!)
4. TV Repairman - tools and a broken TV to work on.

Etc.

Activities

1) On a large U.S. map, locate cities to be studied. What do we want to know about each one? How can we find this out? To whom shall we write?

Tie in with math in computing mileage between cities. "Travel" from one city to the next in groups by car, plane, train, covered wagon and compare money, time, trouble.

2) Write to various chambers of commerce. (This assumes of course that you are reading this about 6 weeks prior to implementing the lesson!!) Put all information gathered into a large box labeled with the name of each city and place in centers.

3) Write to the city council of the cities and ask them to tell you a little about what problems are being faced by the city now (segregation, transportation, finances, etc.) so that you can compare and contrast city problems.

4) Have a Classroom Travel Company. Set up a travel agency to compute mileage, best methods of travel to and from each city. Have a travel agent come in (maybe they will bring posters if you indicate cities ahead of time) and talk to class about working in a travel agency.

5) Call Travel Agency and request brochures, etc. on each city. If you don't succeed at the first one, go on....there are lots in the book!

6) Have a guest in with slides from various cities.

7) Discuss services that cities need. (See back for list and speaker possibilities.) To demonstrate a point of how important garbage collection is, ask custodian NOT to collect trash from room or come in at all for several days or a week. Ask students to imagine a WHOLE CITY like that.

Have public health inspector come in and not only condemn room but talk about need for sanitation in a city and his job in enforcing it.

8) See ideas for TUCSON unit.

9) See Appendix for "Real Estate" Unit. Some ideas there also.

10) A road has just been built between City A and City B which had not had a road between them before. How might this affect life in each city?

—City A has a bicycle factory. The factory owners want to build another factory because the demand for the bicycles is so great. Put a new factory in a good location between the cities. What about raw goods? Getting workers to drive there? Defend choices. Teacher: Give them lots of "hassle" in choices - things to think about.

11) Compare lifestyles in city and country - advantages and disadvantages to each.

12) Discuss the impact of growing communities on the surrounding environment. Is it bad to destroy the desert as Tucson grows or does the desert have rights also? What are some alternatives to expanding outward? What would these mean? (SRA Focus Kit Stage III: Physical Environment has a filmstrip on this topic. See Appendix. Ask consultant for Kit.)

12) Values Clarification Activities:

1. Where would you rather live: (a) on a farm; (b) in the suburbs; (c) in the inner city? Why?
2. Which do you think more money should be spent on: (a) restoring Tucson Barrio; (b) building freeways across town; or (c) building new parks? Why?
3. Where would you get help in a strange city? (a) Church; (b) Police; or (c) Stranger?

Speakers & Trips

fire
police
ambulance
public health

sanitation
road crew
government
water

mail
libraries
transportation
telephone

parks & recreation
legal
chamber of commerce

COTTON

1) Discuss importance of the cotton crop to the south. Why did they grow cotton? How did they come to grow cotton in Arizona - what do we have here that makes it right for cotton?

2) Discuss the Cotton Gin as a labor saving device.

3) Invent your own labor saving device. Explain it to the class. What labor are you saving? What does it look like?

4) Go to University Farms on a "Cotton Picking Field Trip." Best time is late Nov.-early Dec. Call for scheduling.

5) Discuss the process of making cotton into cloth - ancient and modern methods.

6) How is cotton important to the Arizona economy? Who depends on cotton for a living? What would happen if all the cotton industry shut down?

7) How does the boll weevil hurt cotton? Where did it come from? How do you get rid of it? Have a cotton researcher in from a local university to discuss new methods they are using.

8) Do an art activity with some of the cotton brought back from the trip (#4).

9) Pick out the seeds, etc. from the cotton and dye it. Card the cotton. Spin it. Have a weaver in to demonstrate the skills needed. Make cards and simple looms.

COPPER

- See "MINES" Unit.

CONSUMERISM

- See "TUCSON" and "CITIES" Units.

CATTLE

1) Bulletin Board Idea: Chart out what happens to beef - from birth to hot dog. Make it a "snake-like" chain of events. Include workers that depend on cattle for a living in one way or another.

2) Discuss the dying art of being a cowboy and how modern technology is taking over.

3) Where are the major ranches in Arizona? Map them out.

4) How important is the cattle industry to Arizona economy? What would happen if all the cattle disappeared? Who would it hurt?

5) What is the "USDA" stamp we see on meat? What does it mean? Why do we have to inspect meat?

6) Invite a meat inspector in to talk about it.

7) Visit a meat packing plant.

8) Get a chart of beef cuts from a butcher or super market and learn where different pieces of meat come from.

CONSTRUCTION

1) Who is a construction worker? What kinds of jobs are involved in building a building?

2) Visit a construction site. Talk with workers in different areas about their jobs. Take pictures. If you are within walking distance, go a couple of times a week with small groups and make observations about workers and progress of the job.

3) Build a model house in the room and invite in all the workers at each stage of the process from architect to help design it to painter and interior decorator.

4) How important is construction to Arizona? Who would be out of work if all building stopped?

5) Media.

Kingdom of Could Be You: Construction	(K-3)	(annimated film)
Jobs In The City: Construction	(2-6)	(real-life film)
Careers: Construction	(4-7)	(film focuses on skills)

Activities

1) Bulletin Board Ideas: Kinds of jobs that deal with skills in geography in one way or another: Geographer (too obvious?); map maker; mining engineer; ranger; rancher; farmer; etc.

2) Discuss concept: Are geography and environment the same thing? How are they alike? Different? Can we change one without changing the other? How do they affect one another?

3) Build a table-top geographical model. (Begin with one truck load of sand and mix well with 4 parts energy!) In a large container, using playground dirt or some from "school supplies," build an area, complete with bedrock, sand, large boulders (stones!), top soil and put in plants and let them root. (This project can not be done in 2 hours!) Show with direct examples effects of too much rain, wind, etc. Be sure desk is UP wind.

4) Take trips to geographical features in the community.

5) Purchase, beg, borrow, or "otherwise secure," a topographical map with distinct mountains, valleys, etc. Let students feel map blindfolded and then with eyes open. Can they identify major features, find school and home?

6) From a geological survey map, can they identify the major features?

7) Discuss being lost and how geographical features would help or hinder you in finding your way. Talk about how pioneers used features of the land to guide them, i.e. following a river, Pike's Peak, looking for a certain mountain pass, etc.

Speakers & Trips

1) Geographer
2) Geologist
3) Cartographer
4) Aerial Photographer

1) Visit various distinct geographical features of the area; arroyos, clefts, canyons, washes, etc.

2) Visit an aerial photography business and see map making and how they get in the geographical features.

Etc.

Activities

1) Discuss jobs performed by tribal members:
    - Hunter, trapper and tanner
    - Basket weaver
    - Maker of clothing
    - Farmer
    - Gatherer
    - Builder
    - Weaver of cloth
    - Lapidarian
    - Miner
    - Jewelry maker
    - Teacher
    - Food preparer
    - Sheep herder
    - Warrior
    - Medicine Man
    - Chieftain
    - Tool Maker
    - Fire fighter
    - Rodeo worker
    - Rug weaver
    - Kachina carver
    - Potter

2) Bulletin board, mural, paper maché, model, diorama depicting the various skills that early indians needed in their jobs.

3) Correspond with a group of Papago children from Sells, Arizona. The children could share the occupations of their parents.

4) Explore the area of making clothes. Materials, methods, styles and reasons for.

5) Have a small group of children create an interest center for the class on tasks that early American Indians were expected to perform.

6) Write letters to B.I.A. in Washington to send your class information on occupations for Indians today.

7) Write original stories related to handicrafts: basket weaving, pottery, etc.

8) Write symbol stories using Indian sign language and/or written picture symbols.

9) Conduct research and report on ways in which life needs were met.

10) Conduct research on the medicine man and the tools of his trade.

11) Learn Indian songs and dances which have a specialized purpose: work, ceremony, etc. Learn Indian games. (See Appendix for list and directions.)

12) Construct, paint or draw murals, dioramas, depicting housing, tools, handicrafts, etc. for each region as they are studied.

13) Indian Jewelry. Collect chicken bones. Push a needle or thin nail through one end (this makes the hole for stringing later). Let the bones dry out for several days. String into necklaces.

14) Compare the Indian feather reward system with our traditional ways of rewarding.

15) Discuss how the Indians were named. Have the children think about themselves, what they like, physical characteristic, an attribute, or possibly ask their parents if anything unusual happened when they were born. Have them make up an Indian name for themselves. They could write a story about their new name explaining why they chose that name.

16) Use various foods, etc. to dye yarn. Items such as beets, berries, and leaves work well.

17) Make sand paintings. Use food coloring to color the sand.

18) Make looms out of scrap lumber. This is an excellent activity for correlating art, math, and social studies. A four-cornered loom or an 1-shaped loom are easy to do. The nails (headless or with a small head) are hammered in about 1/2 inch apart. The warp is made with waxed string or yarn. A square of heavy cardboard can be used as a shuttle; cut a 1/2 circle in each end to hold the yarn better. A tongue depressor can also be used.

19) Make pottery. Have the children paint designs similar to a particular tribe.

20) Collect various shaped stones, sticks, and bones. See if the children can make various tools that the Indians used.

Speakers & Trips

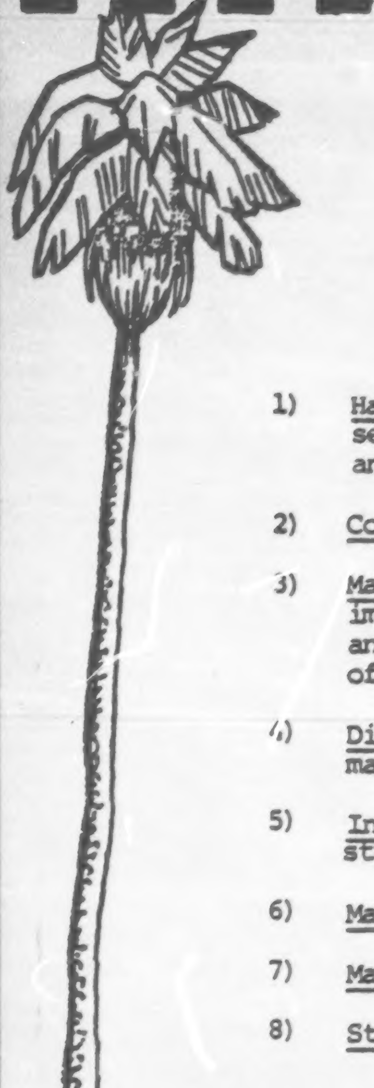
1) Someone to make Indian Fry Bread.

2) University anthropologist to talk about cultures.

3) Archeological digs, settlements, reconstructions, etc. in the area.

4) Amerind Foundation, near Bisbee is a museum and research center for students studying S. W. indian cultures. Call them at 884-3419 for information and tours.

Etc.



Activities

1) Have a luau: Involve parents in decoration, food preparation and serving. Make lei's with paper carnations. Invite the principal and superintendent in for fish and poi!

2) Compare and contrast festival foods in America and Hawaii.

3) Make a totem pole of significant values the class decides are important to them. Materials: Baskin-Robins ice-cream barrels and construction paper - and energy! Class can decide what kinds of faces and symbols show honesty, cooperation, responsibility, etc.

4) Discuss basic needs and how they differ in quantity and kinds of materials.

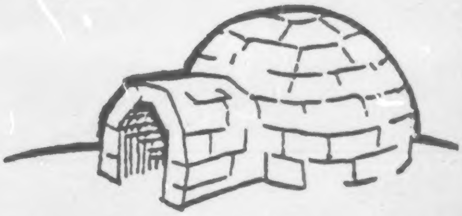
5) Invite in community people who have slides or home movies. Ask students is parents or grandparents have traveled here.

6) Make an igloo reading center.

7) Make a grass shack reading center.

8) Study jobs unique to the area or that concentrate on the area.
   - Travel agent
   - Pipeline workers
   - Bush pilots
   - Hunting & Fishing guides
   - Hotel industry
   - Pineapple/sugar cane/ coffee plantations
   - Regional novelties makers/sellers

9) How has life changed for the native people since the white man came? Disease? Improved methods of doing old ways? Housing? Medical care? Land?



Speakers & Trips

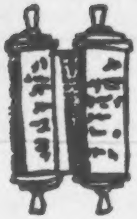
1) University student from Alaska or Hawaii.

2) Is there a military base close? Perhaps someone has been stationed in Alaska or Hawaii.

3) A local resident with slides or home movies, artifacts, etc. of a vacation there.

4) Travel agent to talk about tourist features, accomodations, best times of the year to visit, etc.

Etc.



Activities

1) Discuss Hanukkah: What is it? How are many Christmas customs similar to Jewish customs at this time of year?

2) If you have any students who are Jewish, ask parents to come in and discuss family celebrations and customs. Compare & contrast.

3) Look for books in your library that tell about Jewish holidays.

4) Try using scrolls for some things in the room for a while. Talk about how this is how they used to make books.

1) Gifts No One Can Buy: Discuss the spirit of giving. Students can make stocking stuffers of good deed cards for Mom, Dad, Sis, Brother - things they will do for them.

2) Assembly Line Products: Make the classroom into an "Elf Factory" to make toys for less fortunate at this time of year. See Appendix page for a Toy Truck Factory idea.

3) Suggested Speakers: Store Clerk (How can customers make their job easier this time of year?) Window Dresser. A Foreign Student (customs in his/her land) H.S. Language Student (learn carols in a foreign language)

4) Resolutions: Discuss Goal Setting and the custom of setting a New Year's Resolution.

5) Give good deeds to each other in the room.

Compare Modern and Early American Christmases.

Discuss how all the senses can be used at this time of year.

What about the Chinese New Year?

Activities

1) Discuss different types of masks and their history and purposes - African, Mardi Gras, Kachina, etc. Have small groups research and design each kind.

Discuss group interaction and the need for cooperation in groups. Who was the leader? Why? Did everyone make a contribution?

2) Make pumpkin bread. Show need for everyone to work well together. Relate to jobs where people have to be able to work together all day long.

3) Invite a clown in to discuss history of clowning and make-up. Often, they will make-up a child or two, but ask in advance.

4) Discuss emotions such as fear, anger, joy, sadness, etc.

MEDIA SUGGESTIONS:

-Kindle Kit: "How Do I Learn," Lesson: "Who's Afraid?"
-FOCUS STAGE I, Unit C, Manual p. 28, "Circle of Feelings."
-Dimensions of Personality (Gd. 1), Unit 2, Activity 2, "Fraidy Cat."
-Dimensions of Personality (Gd. 3), Unit 4, "Who's Afraid?"

5) DISCUSS THE ADAGE: "We have as many personalities as we have people to meet." Concept that we show different parts of ourselves (are different people) to many people - parents, friends, teachers - or in different situations.

Dimensions of Personality (Gd. 3), Unit 7, "Different Parts of Ourselves."

"The Three Johns," by O. W. Holmes.

6) Discuss the origins of superstitions; facination people have with the occult or spirit world; Salem Witch Trials; what can happen when fear gets out of hand.

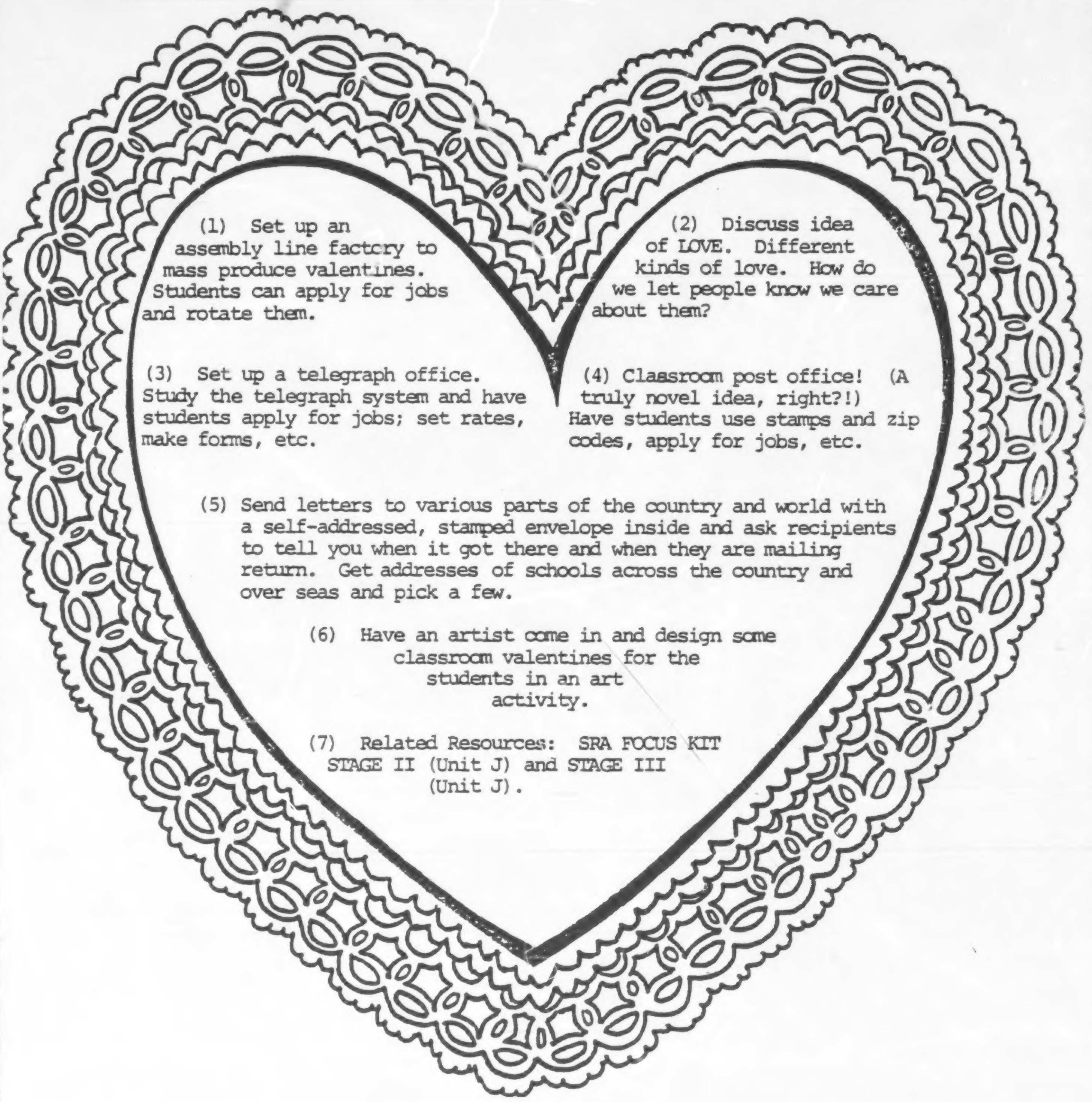
7) Read and discuss excerpts from Poe.

Speakers & Trips

1. CLOWNS. Come in make-up and put on a show for students. Have been known to show make-up styles and actually make-up one or two of the students.
2. MASKS. See a display of African and Asian masks, Elizabethian theatre masks, etc. at the Museum and discuss different used for them and different cultural styles, etc.
3. USERS OF MASKS FOR SAFETY. Ask people who use masks to come in on the same day and demonstrate how and why they use a mask on the job. Examples: Welders, Hockey goalie, Catchers, etc.

Etc.

1. CAREERS AND THE COSTUME CIRCUS. Film, K-6, 10 minutes. Ask consultant. Shows the many people who perform jobs in the community by using the backdrop of the circus and it's costumes.



(1) Set up an assembly line factory to mass produce valentines. Students can apply for jobs and rotate them.

(2) Discuss idea of LOVE. Different kinds of love. How do we let people know we care about them?

(3) Set up a telegraph office. Study the telegraph system and have students apply for jobs; set rates, make forms, etc.

(4) Classroom post office! (A truly novel idea, right?!) Have students use stamps and zip codes, apply for jobs, etc.

(5) Send letters to various parts of the country and world with a self-addressed, stamped envelope inside and ask recipients to tell you when it got there and when they are mailing return. Get addresses of schools across the country and over seas and pick a few.

(6) Have an artist come in and design some classroom valentines for the students in an art activity.

(7) Related Resources: SRA FOCUS KIT STAGE II (Unit J) and STAGE III (Unit J).

VALENTINE'S DAY

Speakers & Trips

1) A University or H.S. art student might be willing to come in and work with students at centers making unique and decorative valentines.

2) Have an artist come in to illustrate various techniques and skills in being an artist. "Free-lance" some valentines

Etc.

Activities

1) Make candles, soap, weaving, butter, cornbread, etc. Compare how it was done then, workers involved then and now; how self sufficient family moved into specialization, influence of technological changes on the family. Compare other things that have changed (food, shelter, etc.).

2) Make vegetable soup - compare with canned soup. (Develop cooperation and math skills). If classroom is set up as assembly line, compare the jobs in the classroom to jobs in a real soup factory. Compare the experience with home-made soup made by one person: Which would be faster? etc.

3) Play colonial games. Reference: If You Lived in Colonial Times by Ann McGovern.

4) Discuss turkey farms. Reference: Grade 5; Readers Digest Skill Builders.

5) Discuss meaning of word Pilgrim. Discuss pilgrimages then and today, and reasons people moved then and now.

6) Guidance Expansion: Discuss what it would be like to be a Pilgrim child moving to a new town. What feelings would the child have? What fears? Would it be very much different from the feelings the students would have if they were getting ready to move to a new town? Develop into unit on moving/making new friends.

7) Related Resources:
   a. Duso, Unit 7: Cycle A - "The New House."
      Discussion: non-verbal communication. How can you make a new student feel at home in your classroom?
   b. Dim. of Personality Gr. 3 - What About Me? p.4: "How Do You Get To Know Someone?"
   c. Dim. of Personality Gr. 1 - Now I'm Ready. Unit 1 &2: "Meeting others; Making friends."
   d. Kindle Films, Getting Along: Will You Be My Friend?
   e. Bomar Early Childhood Book: Friends, Friends, Friends.
   f. Kindle Films, Getting Along: Smiles Just Don't Happen; It's Mine.
   g. Duso, Manual p.5: Share Song.
   h. A Friend Is Someone Who Likes You: Joan Walsh Anglund
   i. SRA Focus Stage II: Unit L. "Companionship."

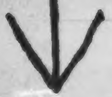
8) Decision Making. If you were told you could take two things on a boat to America in 1620, what would you take? If you were told you could take two things on a boat to Europe in 1976, what would you take? Compare reasoning.

9) Classroom discussion. We Are Thankful For . . . List personal qualities of classmates. See Dimensions of Personality Grade 1 - What About Me? Unit 6; Activity 1: "Tell About Me."

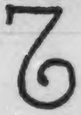
10) Treasure chest of emotions. Put emotion words in a box. Have children pull an emotion card from the treasure chest and role play a situation in the Pilgrim story where that emotion could have occurred. Could be a creative writing exercise also.

Etc.

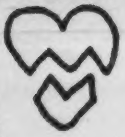
SEE APPENDIX FOR "COLONIAL GAMES" FOR STUDENTS. ALSO, "AMERICAN INDIAN GAMES."



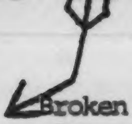
Turkey Track



Seventy Six



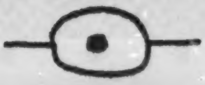
Broken Heart



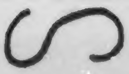
Broken Arrow

6666

Four Sixes



Hog Eye



Lazy S

Activities

1) Discuss branding: History, types of brands, need for registration of brands.

2) Students can invent their own brands using standard branding symbols and use them on their school work. Post brands around the room. Have students explain each part of their brand and why they invented the one they did.

3) Students can apply for jobs on a wagon train. Discuss need for cooperation on the long journey. Arrange desks in a circle.

4) Discuss how and why cities grew up around cattle trails. Map the various trails.

5) Bulletin Board ideas: Various parts of a cowboy's garb; Brands; Kinds of cattle; Rodeo events.

6) Discuss transportation in the "olden days." Take a trip by wagon train, car, train and plane from St. Louis or Independence, Mo., to Tucson. How long would it take? What problems would we have with each one? What would we see? Eat? Do?

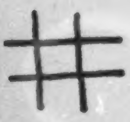
7) Have a cowboy in to teach lasso tricks and after some practice, have your students give a demonstration later that week to other classes.

8) Have a "Rodeo Days" costume-making center. Students could make bonnets for ladies, vests for "gents."

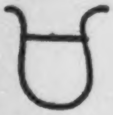
9) Discuss kinds of food they ate in those days. Why did they only have that? Get samples of beef jerky, salt pork, sour dough bread, biscuits, etc. Try sarsaparilla.

10) Discuss emotion words that describe cowboys: brave, fearful, etc. What is bravery? What makes a person brave? Are cowboys always brave? (A good question for a speaker!) Can people be brave about different things? What are you brave about? What would you like to be brave about?

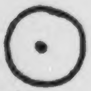
11) Set up a corner with chaps, lasso, lariot, saddle, bridle, bale of hay, etc. Make it the library corner for the month and students can sit on a saw horse with saddle to read, or lean on the hay, etc.



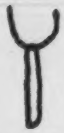
Pig Pen



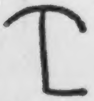
Stirrup



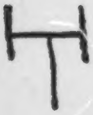
Circle Dot



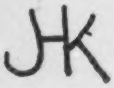
Crutch



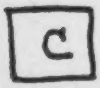
Swinging-L



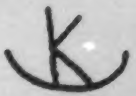
H-on-T



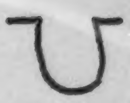
J-H-K



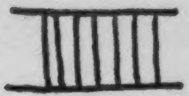
Box-C



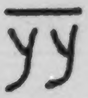
Rocking-



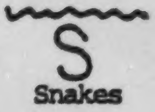
Flying-U



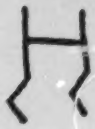
Lazy Ladde



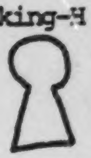
Bar Y's



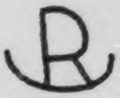
Snakes



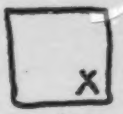
Walking-H



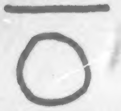
Key Hole

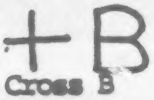


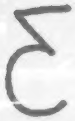
Rocking-R

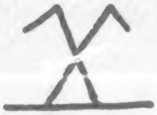


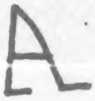
Block-X

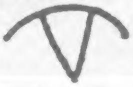

Bar-O

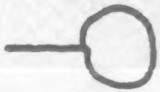

Cross B


Crazy E

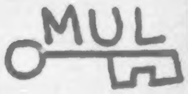

Buzzard on a
Rail

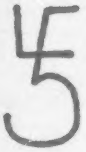

Walking-A

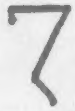

Swinging
V

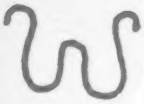

Frying Pan

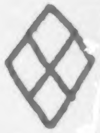
HOW TO READ A BRAND:

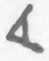

Mule Key


Forty-five

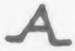

Drag-7

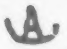

Running - W

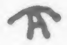

Five Diamonds

 - In a horizontal position, it is called "lazy."

- In an oblique position, it is called "tumbling."

 - With little wings, it is called "flying."

 - With a rocker underneath, it is called "rocking."

 - If suspended, it is called "swinging."

— - A long horizontal line is called a "rail."

= - Two horizontal lines are called (what else?), "two rails!"

≡ - Three horizontal lines are called "stripes."

- - A short horizontal line is called a "bar."

/ - A diagonal line is called a "slash."

○ - A large O is called a "circle."

⬭ - A wide O is called a "mashed O" or a "goose egg."

□ - A square or a rectangle is called a "box."

Speakers & Trips

1) Chamber of Commerce - how Rodeo is organized; how it helps Tucson.
2) Working ranch cowboy - show costume, talk about work, do lasso tricks.
3) Cowboy balladeer - comes and tells stories, sings songs.
4) 4-H Club with horses to talk about care, feeding and safety.
5) Leather handcrafter.
6) Farrier (horseshoer).

1) Rodeo Museum - old methods of transportation on display.
2) Food & Grain & Tack Shop - get proprietor to talk about kinds of things a rancher needs to buy to work with, show leather goods, etc.
3) A working ranch in the area.
4) Blacksmith shop.
5) Meat packing plant.
6) Cattle auction

Activities

1) Get the W.A.I.M.E. Kit through the Project. It has an abundance of activities, films, etc. that women in mining have put together just for students to use. (See Appendix, page 95 for reference.)

2) Design and construct a paper mache mine complete with miniature trucks, and miners, Include a refinery and transportation to and from the mine.

3) Set up a learning center called, "What Kinds of Rocks Do You Have in Your Head?" Place a variety of rock kinds on the table with a stack of cards with matching categories. Students match them. Make a game of it and have them race against each other or a clock.

4) Combine with map reading. Chart all Arizona mines and what is taken from them on a large map. Where is gold found? Copper? Turquoise? Silver? Uranium? Etc.

Speakers & Trips

1) Mine Safety Engineer
2) Chemist with samples of testing equipment
3) Mine Foreman; miner; geologist

Etc.

Activities

1) Contact your local university regarding slide/tape programs on art or the museums
2) Sculpture activity with clay. Modern art or traditional.
3) Involve talented parents. Send a survey home and ask for assistance in your "Classroom Garret" with budding young artists. Don't forget your corner!
4) Soap carving with dull knives and Ivory soap. Good activity in teaching patience. (Students learn a lot too!)
5) Bring in a piece of furniture that needs stripping, staining, etc. and show how this is a creative art.
6) Design furniture, houses, clothing, etc.

Speakers & Trips

1) Cartoonist
2) Art student
3) Weaver
4) Sculptor
5) Interior designer
6) Clothing designer

1) Art Museum
2) Artist studio
3) Arts & Crafts School

Etc.

1. Your local university for slide/tape programs of art, music, other art forms, etc.
2. Check with various art shops, etc. to see if they might be willing to loan you some prints.

Activities

1) Have an expert on plants in to talk on "care & feeding."

2) Experiment with 6 plants, 3 on each side of the room. Talk lovingly to 3 and scream and threaten the other 3. Measure growth on a weekly chart. Discuss how people grow better with TLC*.

3) Conduct a Mini-Field Study Trip with small class groups to "work" (shadow) nursery personnel and learn about working in a "plant-shack."

4) Bulletin Board idea: How does it feel to be a plant? (Words expressing feelings around a living plant.)

5) Work with school custodian and cultivate a plot of ground around the school. Fertilize and irrigate part of it and not another part and compare.

6) Study poisonous plants and familiarize students with them for safety.

7) How do plants help man? Discuss ways in which plants are "friends" of man and animals.

* Tender Loving Care

Speakers & Trips

1) NURSERYMAN - To discuss care and feeding of house plants.

2) GARDENER - Gardens to plant in Arizona, how to care for them, etc. Discuss scarcity of water.

3) COUNSELOR - Someone to discuss how plants are like people. This would be an "affective" activity and although this is a school person, he or she could be considered and "expert" in this area.

4) FLORIST - Floral arrangements demonstrated. Talk about a career as a florist.

Etc.

Activities

1) Practice giving directions. Choose a location on a local map and give verbal directions on how to get there. On a large map, chart with yarn.

2) Display U.S. map. Have students pick best route to another city/state and write it out. i.e. "Take I-10 to Phoenix ..." Tie it in with trip planning. Include math skills - compute mileage using map chart.

3) Contact U.S. Geological Survey (with U.S. Weather Service) to get satellite map print-outs.

4) Does your school have an aerial map you could display?

5) Call an aerial photography or survey business and ask for extras of aerial photos that you might have or borrow.

6) By collecting maps in brochures (Sabino Canyon, National Forest areas, realtors guide to Tucson, Chamber of Commerce, Indian reservations, FAA, etc.) demonstrate many uses of maps.

7) Make different Arizona maps showing:
   - . airline routes
   - . train tracks
   - . all forest/camping areas
   - . all deserts vs. high country
   - . kinds of animals
   - . rivers
   - . crops

8) On a large map of the local community, students locate places that provide health goods and services; places that provide educational and training opportunities for professional, technical, and managerial occupations; industries that contribute to the local economy or that are being phased out, etc.

9) See Appendix, pg. 83 for information on sources of maps and aerial photos.

Speakers & Trips

1) Cartographer

2) Aerial photographer

3) Go to a blueprint/cartography shop.

4) City planner about zoning, etc.

Activities

1. Strumming, striking, blowing, shaking, and manipulating keys and buttons - these are the various types of coordination called for in this musical learning center.

2. Some learning center ideas include:

   Experiments with different musical instruments involving various coordination and muscle skills (described in the first paragraph).

   A game center with musical terminology taught through adaptations of such games as tic-tac-toe, baseball, cards, and bingo.

   Two small group centers in which care of instruments and music reading was taught.

   Put pictures of musical instruments on tag board and have students match them.

   Play "Grand Canyon Suite" or "Peter and the Wolf."

3. In addition to the center, you could also invite guest musicians to demonstrate skills to the class and speak to them about careers in music.

4. Development of learning centers can be a valuable asset to any classroom. If well-done, they provide an opportunity for students to form attitudes of self-directed learning. These centers can present questions which students are free to ponder in a more personal manner. "Is being a musician a job that interests you?" "Would you be willing to give up play time with friends so that you could practice?" "How much does this instrument cost?" are questions that learning centers might post.

5. Place pictures of musical instruments on tag board and have students match these with the names of the instruments. Tie in a cassette of individual instrument sounds.

6. After discussing a rain storm or different kinds of sounds heard in "Grand Canyon Suite," play it for students as an exercise in listening. Also in imagination. (You could use this time for a nap!)

Speakers & Trips

1. Contact High School Band Director or Choir Director and arrange for H. S. students to come in and work with students for a day in a center or as a whole group.
2. Arrange for a professional musician to come to the classroom and talk about his or her instrument and play some pieces.
3. Contact your local symphony orchestra and ask to view a rehersal or an afternoon performance.
4. Contact parents who play a musical instrument and ask them to come in and demonstrate. The students get a big ego trip out of seeing others in awe of his or her parents!
5. Ask to sit in on band class or choir class. Or - have the band or choir hold class in your room!

Etc.

Activities

1) Construct a volcano (improve on Mother Nature!). Use hollow center for students to reach into for reading center tasks, classroom jobs, etc.

2) Discuss need for people to cooperate and work together in a disaster. Simulate a disaster in classroom (simulation may not be necessary in some instances!) and have students list all the things they will need (fresh water, medical help, food, clothing, shelter, etc.).

3) Speaker: Architectural Engineer (University student?) to discuss how buildings can be made earthquake proof.

4) Predicting earthquakes and volcanoes: Speakers from Siesmological Bureau.

5) On a wall map of the world, chart all active or semi-active volcanoes. Also, where earthquakes are common. Similarities in location or geography?

6) What Kind of Rocks Do You Have in Your Head? A learning center display of various kinds of rocks with tags labeling each one. Students match in a race against each other or a clock. (Don't forget a key!)

Speakers & Trips

1) Architectural Engineer
2) Earthquake predictor
3) Geologist

Activities

1) Set up classroom on a financial (rather than a point) system. Have students earn play money - but they decide value of money, how much for what kinds of things, etc. Banks, checking accounts, small businesses, etc. can follow and develop.

2) Use WORK-KIT for Bulletin Board display of kinds of jobs that relate to money and finance. Pamphlets just right for display!

3) Have some of these jobs come in and discuss their role.

4) Interject into World History an element of foreign money and exchange rates.

5) Information on Money: Write to Director, Bureau of Engraving and Printing, Treasury Dept., Washington, D.C. 20226 for pamphlets and information. These two can be obtained from the Denver Mint or the above address:

   - - "Facts About United States Money"
   - - "How To Make a Penny - At the Denver Mint"

Speakers & Trips

1) Trip to a local bank for a tour and a brief explanation of each job.
2) From WORK-KIT, ask some of these speakers to come in. Students could make the choices.

3) A coin collector (with a display) for the class to see.

Etc.

1. GREATER ARIZONA SAVINGS & LOAN COMPANY

   Check with them for the following media or materials:

   1. Play money
   2. "How To Save" Kits
   3. Films

2. IS A CAREER IN FINANCE, INSURANCE OR REAL ESTATE FOR YOU?

   (film, 6-12, 16 minutes)

   Stresses similarities in the basic nature of occupations in the areas of finance. Shows that half of the people in the total industry work with statistics, rates, premiums, interest, etc. and many also deal with people a lot. Good for relating classroom learning of skills to jobs.

Activities

1) Have local politicians come in and talk about what their job is like and how they go about getting it. Have two sides of an issue presented. Have them give in 1-2 sentences (good luck!) what their feelings about our political system are. Compare and contrast what several say.

2) Leadership qualities. Do a guidance activity (see "Ship Wreck" in Appendix) about leadership and the things we look for in leaders. Have a class discussion. Great just before school elections. Are all leaders necessarily good leaders?

3) Discuss "Power Corrupts." What is power? How do people get it and how do they use it? How can you become corrupted by power? What can you do about city officials who become corrupt?

4) Tie in with school elections. Slogans, buttons, posters, campaign managers, announcements (equal time provided, of course!) over PA.

5) Choose one position people are campaigning for at the present time - or a hot issue if not in election time - and ask politicians to come in to present various sides of an issue. Compare and contrast.

6) Being a critical news consumer. Cut out pictures from Time and Newsweek. Discuss communication through pictures. What does a candidate want to convey through his campaign pictures? What was the photographer trying to say in a candid or unexpected shot of the person?

7) Invite a political researcher (Westamerica Management) to come in and discuss political surveys he has taken and ways the candidates use his information. Relate need for critical thinking on the part of the voter.

8) Discuss the saying: "You cannot be all things to all people. What is important is to be the same thing to all people." (President Ford, Sept., 1976)

9) Obtain materials from political organizations. Display. Compare and contrast. These are usually free in limited quantities from college or political headquarters.

10) What about the cost? Have students decide in small groups what is needed to run an effective campaign in a town like Tucson (newspaper, billboards, radio and TV, posters, door-to-door, buttons, etc.) and find out what all that costs for a 6 or 8 week campaign. Invite a politician in after an election to discuss costs and evaluate what students have done and give input.

Speakers & Trips

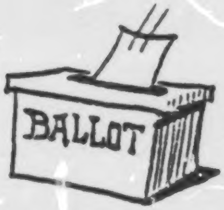
1. Political researcher from Westamerica Management or other firms.
2. Politician. City councilperson, County Supervisor, etc.
3. Local school board member.

VOTE
FOR JOE

Etc.

FOCUS STAGE III: Introduction Unit: Involvement
Unit N: Rights
Unit M: Groups (deals with conformity)

DIMENSIONS OF PERSONALITY: Grade 5 Chapters 17-20
"Classroom Group" - Discusses group dynamics and joining the bandwagon.



Activities

1. Make a scrapbook of pictures of games and sports that are played in warm weather and those that are played in cold weather. Compare dress and kind of activity.

2. Make a baseball weather map. For a week, watch the major league schedules in the newspaper and list those cities where games were postponed because of rain. On an outline map of the U.S., indicate those cities where rain fell and those that had sunshine.

3. List the ways in which weather effects railroads, ocean travel, airlines, and driving.

4. Collect pictures showing the same animals in different seasons. How does the weather affect their lifestyles?

5. Prepare a bulletin board exhibit of pictures of foods that are good for us in cold and in hot weather. Why?

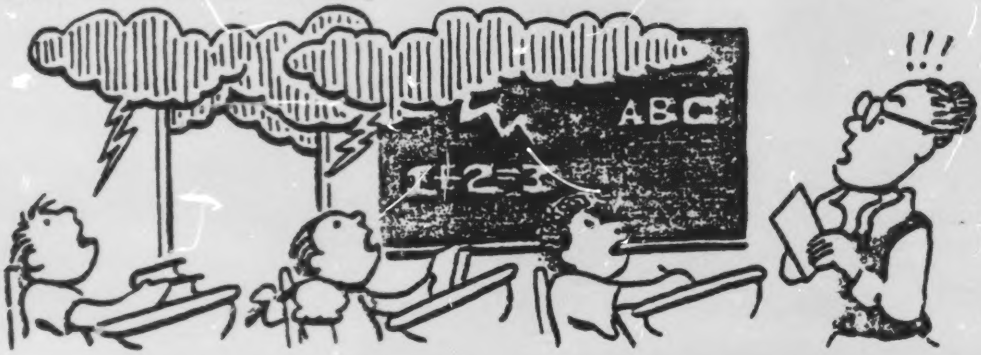
6. Collect newspaper clippings and pictures of weather's effect on transportation and industry.

7. Why is salt used to help us clear roads of snow in winter? Place 2 cubes on a saucer. Sprinkle ordinary salt on one. Compare the rate of melting.

8. List 5 industries that are helped by each of the following: Rain, Snow, Hot weather. List 5 industries that are hurt by them. Make it a game with teams.

9. Find out which of the following are scientific facts or superstitions:
   - —Red sky at night, sailor's delight; red sky in morning, sailor take wwrning!
   - —A ring around the moon means rain the following day.
   - —If the groundhog sees his shadow on Feb. 2nd, there will be 6 more weeks of winter weather.
   - —The width of the black rings on the woolybear caterpillar predicts how cold the winter will be.

10. Collect daily weather maps from the newspaper and follow a warm or cold front as it moves across the country.



11. Keep a class day-to-day weather calendar. Each day indicate the type of weather by using the U.S. Weather Bureau symbols.

12. How does the weather person on T.V. learn about the weather in preparation for the job? About each night's weather? Trace and indicate percentage of accuracy for a month.

13. Make a simple weather vane. Find out about symbols and designs for weather vanes in other cultures and times.

14. Collect pictures of different types of clouds. Make a matching game with weather symbols for each kind of cloud, i.e. the weather it brings.

15. Make fog in a milk bottle by filling it with hot water. Pour off all but 2" of the water. Place an ice cube on top of the bottle and place bottle in front of a strong light. Fog will be visible.

16. Make a list of safety rules for observing a lightening storm.

17. Write to the Superintendent of Documents, U.S. Printing Office, Washington, D.C. to obtain copies of daily weather bureau maps.

18. Practice reading farenheit and centigrade thermometers and recording temperatures.

Speakers & Trips

1. Invite people to come in whose jobs are effected by weather from list generated in class.

2. Meteorologist

3. Visit a T.V. station to find out about reporting weather. Let students handle the map and symbols and make up their own weather map.

Is it rainin' on your parade today?

Activities

1) Use Newspaper Kit. (Contact local Career Education Project)

2) Speakers: Contact your local paper for speakers, kits, activities, etc.

3) Classroom committee for each section of paper: social, news, sports, ads., etc.

4) Classroom paper. Students should devise ways to finance this.

5) Students act as reporters in the classroom inviting in for interviews: local business persons, teachers, administrators, parents with interesting jobs, etc.

6) Finance classroom paper with local ads. Use district printing service.

7) NEWSPAPERS IN THE CLASSROOM - materials from Tucson Newspapers, Inc.

8) From a newspaper clipping reporting a highway accident in which a local resident has been injured, the student realizes, lists, and spells the large number and variety of occupations involved in the accident.
   Driver (a salesman), policeman, ambulance driver, physician, x-ray technician, nurses, other hospital employees, tow-truck driver, auto mechanic, parts man, employee of insurance company, etc.

9) Utilize Activity #8 with a story of a fire which destroyed a building.

10) Utilize Activity #8 with a basketball game.

11) Publish "Career" edition of a paper featuring interviews:
    a. School helpers (nurse, custodian, librarian, secretary, cook):
        - Purpose of job
        - Requirements of job
        - Relation of job to school operation
    b. Parents' jobs
        - Kind of job
        - Location
        - Duties
        - Educational requirements
        - Experience requirements
        - Physical requirements
        - Possible earnings
        - Future advancement
    c. Students' jobs out of school
        - Kind, duties
        - Requirements
        - Rewards

    This activity will require additional research by Library reporters about particular jobs to familiarize selves with vocabulary, tools and nomenclature. Research should be prior to interview.

12) Tools of the Ad Writer's Job:
    a. Discuss and study advertising techniques.
    b. Study advertisements in newspaper to identify specific technique(s) used.
    c. Students write and illustrate advertisement about a mythical product; display advertisements and ask students to identify technique(s) used.

13) Write editorials about phases of school life:
    a. Discuss ideas suitable for editorializing: choose topics.
    b. Survey class prior to writing to determine opinions presently held on topics chosen.
    c. Students evaluate written editorials for use of slanted words and editorial "we."
    d. Survey class after editorials are presented to determine if any change of opinion was caused by editorial and, if so, why.

14) Identify and discuss related occupations:
    Clerical: typists, file clerks, etc.
    Accounting: bookkeeping, computer operators, etc.
    Sales: manager, salesmen, etc.
    Advertising: writers, illustrators, etc.
    Distribution: truck drivers, paper boys, etc.

15) Write headlines for news articles from which headlines have been removed. Compare student-written headline with actual headline to evaluate how well students followed principles of good headline writing.

16) Practice perceptual powers:
    a. Hold up a picture for one minute; remove picture. Each student writes what he has seen. Compare notes to discern differences in observation.
    b. Repeat, using a new picture. Each student writes what he has seen in terms of 5 W's.
    c. Write a paragraph describing a class partner. Compare paragraph with partner's self-perception to evaluate observation.
    d. Write a paragraph describing an object in the room without naming it. Play "guessing game" to identify object.

17) Discuss and study newspaper editorials:
    a. Identify use of editorial "we." Decide why the pronoun is used and why it is plural. (Note: Pronoun is plural to represent publishers' view.)
    b. Identify words used to influence opinion.
    c. Identify connotative words used in news articles.

18) Use daily newspapers to identify sections; e.g., news, sports, comics, society, human interest, finance, womens' pages, classified advertising, display advertising, editorial page, advice columns, entertainment, travel, etc.
    a. Use samples of each section in bulletin board display; students replace samples daily, matching sample to proper area in display.

19) Use newspapers in discussion of jobs connected with sections: journalist (reporter), editor-in-chief, managing editor, editorial writer, contributing editors, feature writer, cartoonist, photographer.

20) Discuss supporting jobs connected with publishing a newspaper:
    re-write person (writes news articles from reporter's notes)
    copy person (edits articles and writes headlines)
    ad writer (classified; commercial)
    compositor (printer)
    proofreader (edits galley run of page by comparing to written copy for accurate reproduction)
    make-up person (arranges stories on page)

Activities

1) Display pictures of various cultures on bulletin board and list of values, etc. they have in common, i.e. religion or religious concepts, freedom, agricultural crops, family life, government systems, etc.

2) Compare and contrast two seemingly opposite cultures on the three themes: Facts, Concepts, Values.
   South West Indians vs. Eskimos
   The North vs. The South (Civil War)
   City Folk vs. Country Folk
   America vs. South East Asia
   etc.

Speakers & Trips

1. University student or Anthropologist to discuss what anthropologists do and look for in cultures. You might suggest he come with samples and with some "clues" for students to make inferences from after some "training" from him or her.

2. An expert on a culture not familiar to students. Discussion of the development, commonalities, specific differences, etc.

3. SEE APPENDIX, Page 73, FOR MULTI-CULTURAL ACTIVITIES.

Etc.

Activities

Y-y-yes, Harold -
I think you grasp the concept...

ELECTRICITY — LIGHT — SOUND

1) Use candle-power and natural light for a "no light day." Discuss how electricity helps us keep our eye-sight and work longer hours.

2) How has electricity helped man? Name all the things that require electricity to do: Eat in the morning, clock radio, electric toothbrush, etc.

3) Discuss ways of generating electricity: Hydroelectric power, steam generators, solar, atomic. Study the environmental factors involved in each one. The cost. The amount of power produced. What is the best way or are there advantages and disadvantages to each. Do as a developing BULLETIN BOARD.

4) What is laser light? How is it made and what is it used for?

5) Study safe levels of sound. Who works under unsafe conditions? How do they compensate for it?

6) Try to find a perfectly silent place. What is it like? What did you think? Are we so used to sound that we "need" it?

7) Try some pyramid power activities. Books available in most stores or perhaps even in your L.R.C. Preserve bananas, sharpen razor blades, keep milk from going sour, etc.

8) Your local power company may have films, tapes, slides, etc. on power and how it is made and used. Call them for information.

Speakers & Trips

1) Laser expert from the university
2) Someone who installs, or has solar energy in their home.
3) Sound pollution speaker
4) Alternative sources of power, incl. geothermal, wind, etc.

Etc.

Activities

1) Do a "Forced Choice" Activity where students have to choose between two historical characters or persons in society at one time or another. Students stand in middle of room and you give a choice, indicating a side of the room for each choice and they move to appropriate side. Must defend their choices. You give them a hard time, i.e. "Well, what about....." or "But what if..." Make them think!

ANCIENT GREECE: Would you rather be a man or a woman in Ancient Greece?
Would you rather be a slave or a master?
Would you rather be a Spartan or Athenian?
Would you rather be a merchant or shepherd?

ROME: Master or slave?
Gladiator or Spectator?
Merchant or Farmer?
Conqueror or Conquered?

ALWAYS ASK WHY???

MIDDLE AGES: Lord or Serf?
Monk/Nun or Lay Person?
Crusader or Stay-at-Home?

Discuss the ROLES and what each meant. Being a master has lots of responsibilities for slaves. Being a monk meant a guaranteed place to live, food to eat and education - scarce commodities in the middle ages sometimes!

2) What kinds of jobs existed then that do not today? What ones are about the same? Shepherds? Saddle-makers? Tentmaker?

3) As the class studies medieval history, the phenomena of HERALDRY (coat of arms) will come into the unit. Study how and why they were designed as they were. Make your own personal Coat of Arms. (See master and directions in Appendix)

4) Set up a TRAVEL AGENCY in the classroom. Use passports, foreign currency, travel brochures, posters, etc. to "go" to each country "studied." Travel by boat, plane, car, bus and compare prices around Europe. What are housing accomodations like for tourists? How about change in water? Diet?

Involve students with lost luggage, delayed flight and missed connections, one member of the party gets sick, etc. Use the unexpected to add a touch of reality!!

5) Check for people in the community who have slides and films.

6) Discuss VALUES and how they influence people in different countries. What is important to a Frenchman may not be to a Swede. What was important to a slave was not important to the master, etc.

7) Discuss products, exports and imports of a country or region in relation to the jobs they create or involve. "Japan exports many electronic things, so they must have many electricians, skilled factory workers and engineers in Japan."

8) Travel Agencies have lots of information about various countires. Give a call.

9) Bulletin Board Idea: JOBS IN TRAVEL: (All the various jobs that are involved when you travel) THE ROLE OF WOMEN IN HISTORY (Famous women as well as the "place" of woman in each society).

Speakers & Trips

1) Travel Agent
2) AMTRAC employee in scheduling
3) Local tour guide

Etc.

Activities

1) Take a poll of parents and see who has skill in some craft and invite them in to work at a center with students for a week demonstrating and teaching a craft.

2) Study various crafts as leisure time activities and also as jobs. A good bulletin board idea.

3) Get H.S. students to come in and teach crafts to your students. Contact Home Ec. teacher and Wood shop.

4) Get students to teach each other!

Setting Up A Crafts Fair

Setting up a Crafts Fair is relatively easy. It simply takes doing each step in plenty of time and making sure "all bases are covered"!

Begin 4-6 weeks in advance!

1. Decide where you can have it. Try and make it a room that will allow a good flow of students through it and have room to set up displays/work areas. I suggest a multi-purpose room, the L.R.C. or several classrooms that can be used consecutively.

2. Decide when you can have it. Settle on 2-3 good dates and days for the room you are going to use. Make sure of your times.

3. Decide who you want to come. Which crafts do you want? Here is a suggested list. You can add or subtract from it as you like.

    Woodcarver
    Glassblower
    Candlemaker
    Quilting
    Knitting
    Leathercraft
    Saddlemaking
    Silversmithing
    Cobbler
    Soap Making
    Painting (artist)
    Potter

4. Give a volunteer parent list of dates and times so he/she can make flexible arrangements.
5. While you are waiting for the parent to get back to you (it will take 1-2 weeks), you can be preparing a schedule for viewing - which classes will go through when and for how long. Don't forget special considerations (lunch, early dismissals, etc.). Get schedule approved.

6. When parent gets back with list of speakers, you will need to write a letter to each one detailing what you want (demonstration of skills, talking with students, etc.), how long they will be there, how long each student group will be with them, eating arrangments if lunch time is included (good P.R. to provide a good free lunch!), etc. Include a map! Ask them to be there to set up a good half hour to 45 minutes early.

7. Give speakers your phone number -- school and home! They may need to reach you at the last minute for questions or problems.

8. Notify administration and school board. They may want to come and see.

9. Notify TV stations! They have been known to come out and film it in the past and what a great chance for strokes for you and P.R. for the district and the school!

10. On the day before:
    a) You should be able to do some preliminary setting up.
    b) Call speakers and reconfirm (remind, in some cases!) that tomorrow is the Big Day! Reassure both yourself and them that this is going to be FUN!
    c) Place schedules in teachers' boxes and be available to answer questions and straighten out any last minute details.

11. On the Big Day:
    a) Be to school early to assist unloading and setting up. Get a few students to help if possible.
    b) Keep calm!
    c) Keep groups moving along and relatively on schedule so that you don't end up with a "traffic jam" at noon or end of day.
    d) Enjoy it yourself!

12. A final word of advice: WHEN IN DOUBT, PUNT!

ARTS 'N CRAFTS
MACRAME MADE EASY....

CAREER EDUCATION ideally should be a part of the regular, day-to-day curriculum, but special CAREER UNITS are also an excellent way to focus in on an awareness of occupations, how they relate to classroom subjects and what you should find out about various careers. It opens new doors for students' inquiring minds to explore.

The units are loosely structured to allow lots of lattitude in instruction. These are GUIDELINES - not hard and fast rules to follow! Please feel free to follow tangents or to mix & match ideas.

THREE KINDS OF LESSONS IN CAREERS are outlined in the following pages:

1. CAREER PARADE
2. CAREER UNIT IDEAS
3. SCHOOL CAREERS DAY
4. Attachments for Above

TAKE 'UR PICK

or

MIX & MATCH

Career Parade

BASIC CONCEPT:

Students at the fourth grade level will research careers they are interested in and after parent speakers and/or interviews, will make poster signs to wear and give a parade through lower level classrooms, each student giving a mini-presentation on the chosen career - the one he is "wearing."

OBJECTIVES:

1) To expose students to the dignity and worth of all work.
2) To involve students in individual research into career areas.
3) To involve parents as resource speakers in the classroom.
4) To assist students in relating school subjects and skills to jobs.
5) To assist students in the development of poise and self-confidence in public speaking.
6) To expose students throughout the school to a variety of careers.

ACTIVITIES:

(Check with your local Career Education Project for films, games, etc.)

WEEK ONE:

Time - Approximately 1 1/2 hours in 3 1/2 hour periods.

1) Introduction to 'world of work'
    a) Books on jobs from library
    b) Check with consultant for films (See end of this lesson.)
2) Discuss dignity and need for all jobs. Speculate on what might happen if "low status" jobs disappeared, i.e. garbage men, custodians, etc. Everyone's job is important.
3) What kinds of things should we find out about jobs? Have class make up an Information Sheet. See attached for ideas.
4) Use library time to begin research.
5) Determine how many jobs each student will do (2-3-4?).

WEEK TWO:

1) Continue individual research.
2) Introduce WORK-KIT: A box of approximately 300 easy-to-read job briefs with a "typical day" and pertinent information.
3) Begin student interviewing parents about their jobs.
4) Send home parent speaker/job interview forms. (Suggestion: For parent speakers, give two possible dates and a choice of a morning or afternoon time for them to circle, i.e. March 19 or 21 at 9:00 am or 12:30 pm. This will facilitate scheduling later and avoid conflicts.)

WEEK THREE:

1) Continue individual research.
2) Begin individual student oral reports on careers.
3) Begin parent reports:
    a) by students
    b) by parents.

WEEK FOUR:

1) Continue individual oral reports.
2) Continue parent reports:
    a) by students
    b) by parents.
3) Arrange with other teachers for Career Parade: Schedule of rooms students will flow through, each one telling a little about the job he chose for the Parade.
4) Tag board "sandwich signs" or costume posters can be made by students to simulate special clothing of the worker.

WEEK FIVE:

1) Continue individual oral reports.
2) Continue parent reports:
    a) by students
    b) by parents.
3) Career Parade through classrooms.

RELATED RESOURCES:

Career and Costume Circus - Film K-6 Shows the many people who perform jobs in the community by using the backdrop of the circus and it's costumes. Purpose of this film is to start children thinking about what they want to be.

Jobs in the City: Construction - Film 2-6

Jobs in the City: Distribution - Film 2-6

Jobs in the City: Manufacturing - Film 2-6

Jobs in the City: Mass Media - Film 2-6

Jobs in the City: Medical & Health - Film 2-6

Jobs in the City: Services - Film 2-6

Jobs in the City: Women at Work - Film 2-6

PIES Kit - Slides of many and various jobs

Career Unit Ideas

The following activities or centers can be set up to run consecutively or simultaneously — in any fashion that works best for you.

Consult with your local Career Education Project regarding media.

I. INTRODUCTORY LESSON

A. Discussion of meaning and need for work.
B. High and low status jobs.
C. "Head" vs. "Hand" jobs.
D. Job cluster concept (See Appendix, back of Speaker Request forms.)
E. Values Clarification activities.

II. MEDIA

See Career Parade Unit for descriptions.

A. PIES Kit
B. Career and Costume Circus
C. Jobs in the City Series
D. WORK-KIT
E. Careers Series (Similar to Jobs in the City)
F. Posters
G. Bread and Butterflies

III. SPEAKERS

A. From a list students generate?
B. Tied into curriculum units?
C. One from each cluster?
D. Parents?
E. Other: ______________?

IV. LEARNING CENTERS

A. Individual investigation with WORK-KIT, library materials, etc.
B. Games.
C. Students find jobs that relate to their hobbies/interests.
D. Worksheets (ideas in Student Workbooks with WORK-KIT.).
E. Filmstrips.
F. Other: ______________________.

V. FIELD TRIPS

A. Walking - 1) to jobs in the school
    2) to jobs in the community
    3) whole class or small groups with aid.
B. Mini-Trips with Van/Station Wagon
    1) aid can drive small groups to variety of locations.
C. Whole Class - 1) tie in with curriculum area
    2) go to 2 or 3 sites in one trip (get most for $ $ $ $!!!)

VI. BULLETIN BOARD & ROOM DISPLAY

- A. Reports on job investigations.
- B. Small groups choose clusters and do Bulletin Board on jobs in certain areas.
- C. "World of Work" - unusual careers. (See Ms. Motley for display items.)
- D. Women at Work.
- E. Word scramble with job titles.
- F. Other: ____________________.

VII. CONTESTS

- A. Most complete job of investigating careers.
- B. Group which did best Bulletin Board.
- C. Person/group which found most jobs in one cluster.
- D. Group most courteous to speakers.
- E. Other: ____________________.

School Career Day

THE IDEA IS TO: develop an appreciation for the need of careers and the importance they have in an on-going society. Students will become aware of the preparation and skills necessary for the performance of specific careers by attending a "Career Day" and doing activities before and after the event.

GRADE LEVEL: Grades 3-9 Career Awareness.

PREPARATION BY ORGANIZER:

1) Decide which grades will participate in the "Career Day."
2) Survey those classes for the careers in which they are interested.
3) Decide on a specific date, time and length of sessions.
4) Contact the speakers and confirm.
5) Inform participating teachers of the schedule.
6) The day before "Career Day" remind all participants.
7) Distribute a list of speakers' names and addresses for sending Thank You notes.

CLASSROOM PREPARATION BY/FOR STUDENTS:

1) Discuss proper behavior. Role-play.
2) Decide what things we should know about each person and their job. (See attached Worker Interview Questionnaire.) Add to this if you need. Duplicate one for each student.
3) Use WORK-KIT in library to find out about many kinds of jobs.
4) Random Selection Game:
    a) Brainstorm for job names and write these on slips of paper.
    b) Children select a slip of paper and react to having that job.
    c) Reactions may be in the form of written responses ("Why I would or would not like to be a . . .")
    d) Students may role play the job.
5) Where To Look For A Job:
    a) List and discuss the possibilities.
    b) Call or visit private and public agencies to find out how to use them, costs involved, etc.
    c) Using the want ads, select a job and write a letter to apply for it.
6) What's My Line? Guessing Game
7) Leisure Activities:
    a) Interview adults as to how they spend their spare time.
    b) Clip articles of leisure activities for a poster.
    c) Explore careers relating to providing fun for others.
8) Work Hours:
    a) Discuss time, the clock, and work hours and shifts.
    b) List jobs where work would be in daytime, afternoon, or at night.
    c) How is life and leisure time affected by shift work.
    d) Have someone visit who works at night.

9) "Ideal" job for you. Tie in with hobbies and interests, lifestyle, etc.

CLASSROOM FOLLOW-UP:

1) Thank-yous.
2) Discuss each speaker.
3) See 3-9 on Preparation for Activities.

ORGANIZER FOLLOW-UP

1) Thank-yous to each speaker from Principal!
2) Teacher evaluation slips.
3) Notes on how to improve for next semester or next year.

EXPLORE THROUGH CLASS DISCUSSION, BULLETIN BOARDS, LEARNING CENTERS, ETC.

WHO ARE THE WORKERS WHO. . . . . ?

WEAR UNIFORMS

WEAR GLOVES

STAND MOST OF THE TIME

SIT MOST OF THE TIME

TRAVEL A LOT

HAVE TO DRIVE IN THEIR JOB

USE TOOLS - WHICH TOOLS

WORK IN A PLACE WITH A SMELL/AROMA

WORK WITH FOOD

WORK OUTSIDE

WORK INSIDE

MAKE APPOINTMENTS

WORK WITH THEIR HANDS (make things)

HELP OTHERS (services)

SELL PRODUCTS

DESIGN THINGS

USE NUMBERS

USE MACHINES

USE COLORS

RUN IN THEIR JOBS (sports)

WORK ALONE

WORK WITH PEOPLE

DO COMBINATIONS OF THE ABOVE ITEMS

WORKER INTERVIEW QUESTIONNAIRE

____
student name

Name of speaker: ____________________

What is your job? ____________________

____

What training did you have, if any? ____________________

____

What tools or special equipment do you use? ____________________

____

How did you get interested in your particular job? ____________________

____

____

Do you use reading, writing, or math in your job and if so, how? ____________________

____

____

What do you dislike about your job? ____________________

____

What do you like about your job? ____________________

____

What are your hobbies or other special interests? ____________________

____

JOB APPLICATION

Name ______________________________ Date ____________

Address ____
Street City State Zip

Phone Number ____________________ Date of Birth ____________

In case of an emergency whom do we contact ____________________

(phone number) ____________________

EDUCATION: (Put last 2 schools you attended)

School ____________________ Years ______ Average Grades ________

School ____________________ Years ______ Average Grades ________

EMPLOYMENT: (Put last 2 jobs you have held)

Job ____________________ Years ______ Reason for Leaving ________

____

Job ____________________ Yes ______ Reason for Leaving ________

____

Which job are you seeking with our company?

1st choice ____________________ 2nd choice ____________________

What makes you feel you would be good at this job? (What special qualities do you have)

1st choice ____

____

2nd choice ____

____

REFERENCES: (Give names of 2 adults (1 relative only, not parent) we could call to find out more about you)

Name ____________________ Position ____________ Phone ____________

Name ____________________ Position ____________ Phone ____________

I certify that all the above is true to the best of my knowledge

____
(signature)

Child's Name ______________________

PARENT INTERVIEW WORKSHEET

1. What is your job?

Mother ______________________

Father ______________________

2. What are some of your duties?

Mother ______________________

Father ______________________

3. Is there anything about your work which the students would enjoy seeing (pictures, materials, tools, uniforms, etc.)?

Mother ______________________

Father ______________________

4. Would a field trip to your place of employment be beneficial

at __________ grade level?

Mother Yes __________ No __________

Father Yes __________ No __________

5. Who would we contact to make arrangements for a field trip to your place of employment?

Mother ______________________ Phone __________

Father ______________________ Phone __________

6. Would you be able to take your child to work with you for a

day, half-day, or a few hours on the job?

Mother Yes __________ No __________

Father Yes __________ No __________

7. Who would we contact to arrange for your child to spend "a day on the job" with you?

Mother ______________________

Father ______________________

8. Can you name other friends or relatives who might like to tell students about their work? ______________________

____

____

____
Signature

PAGE

D.U.S.O. KITS CONTENTS 1

S.R.A. FOCUS KITS CONTENTS 4

VALUES CLARIFICATION: *What is it? How do I do it?* 6

GUIDANCE GUIDELINES 10

56 WAYS TO SAY "GOOD FOR YOU" 11

CLASSROOM GUIDANCE ACTIVITIES FOR THE TEACHER

What Decisions Do We Make? 13
Decision-Making Collage 15
The Decision-Making Process 16
Looking at the Helping/Hindering Forces 18

Reasons for Not Acting on Decisions 19
Looking for Alternatives 20
Ship Wreck 21
Desert Plane Crash 23

Strength Bombardment 36
My Bag 38
Collage of Feelings 39
Self-Concept Validation 41

Story Starter Page 42
The Me I See 43
Why I Am Liked or Disliked 44
Silhouettes 46

Ladder of Self Control 47
Personal Qualities Checklist 48
How Labels Effect Behavior 50
It Bothers Me When... 52

Coat of Arms 53
How Oranges Can Teach Us... 55
Broken Squares 56
A Jury of Peers 58

My Mushroom Patch 59
Poster Party 60
Goal Setting - The Head 61
Mapping Out a Goal Route 62

Me and My Goals 63
Here to There (stairs) 65
Deciding Upon Values 66
Look at Me! 69

COLONIAL GAMES FOR CHILDREN 70

AMERICAN INDIAN GAMES 71

MULTI-CULTURAL CLASSROOM ACTIVITIES 73

TOWARDS ELIMINATING ROLE-STEREOTYPING 76

REAL ESTATE UNIT 80

SOURCES OF MAPS AND AERIAL PHOTOGRAPHS 83

TOY TRUCK FACTORY: *An Exercise in Mass Production* 87

AMBITIOUS IDEAS FOR THE CLASSROOM 93

MEDIA BIBLIOGRAPHY 94

THANKS TO... & CREDIT 96

APPENDIX

Pages 1-9 of the appendix have been removed because of copyright.

GUIDANCE GUIDELINES

1) *This kind of experience is often threatening for some students. Students must always have the option of not participating. They may sit quietly at their desks and work on something else.*

Often this student will watch what is happening and join in when they see that it is not as threatening a situation as they expected. Never conjole or force a student to participate.

2) *Students' attention span, even for the most absorbing activity, is limited. Try and limit activities to no longer than 30 minutes unless it is a progressive lesson that can be broken down into units, or an exceptional one than must take longer.*

3) *Take clues from students. If they are getting restless, revise on the spot or wrap it up!*

4) *Don't expect immediate results - instant positive self-concept! These lessons and activities WORK - but they take time. A reasonable amount of time in which to do guidance activities before seeing an overt change in behavior would be 2-3 months. Keep at it! Have faith!*

5) *The atmosphere should be as non-threatening, as accepting and as open as possible. Students will participate when they feel what they say or do will not be criticized or ridiculed by either the teacher OR their peers. Mutual respect and cooperation are the by-words.*

SOURCES OF GUIDANCE ACTIVITIES INCLUDE:

VALUES CLARIFICATION by Sidney Simon, L. Howe, and H. Kirschenbaum. Hart Publishing Co., Inc. New York, New York. (1972)

100 WAYS TO ENHANCE SELF-CONCEPT IN THE CLASSROOM: A HANDBOOK FOR TEACHERS AND PARENTS. J. Canfield & H.C. Wells. Prentice-Hall Inc., Englewood Cliffs, N.J. (1976)

CLARIFYING VALUES THROUGH SUBJECT MATTER. M. Harmon, S. Simon & H. Kirschenbaum. Winston Press, Inc., Minneapolis, Minn. (1973).

SELF-AWARENESS THROUGH GROUP DYNAMICS. R. Reichert. Pflaum/Standard, Co. Dayton, Ohio (1970).

TA FOR TOTS. Alvyn Freed, Ph.D. Jalmar Press, Inc., Sacramento, Calif. (1974)

AND MANY OTHERS NOT LISTED HERE.

GUIDANCE GUIDELINES

1) This kind of experience is often threatening for some students. Students must always have the option of not participating. They may sit quietly at their desks and work on something else.

Often this student will watch what is happening and join in when they see that it is not as threatening a situation as they expected. Never conjole or force a student to participate.

2) Students' attention span, even for the most absorbing activity, is limited. Try and limit activities to no longer than 30 minutes unless it is a progressive lesson that can be broken down into units, or an exceptional one than must take longer.

3) Take clues from students. If they are getting restless, revise on the spot or wrap it up!

4) Don't expect immediate results - instant positive self-concept! These lessons and activities WORK - but they take time. A reasonable amount of time in which to do guidance activities before seeing an overt change in behavior would be 2-3 months. Keep at it! Have faith!

5) The atmosphere should be as non-threatening, as accepting and as open as possible. Students will participate when they feel what they say or do will not be criticized or ridiculed by either the teacher OR their peers. Mutual respect and cooperation are the by-words.

SOURCES OF GUIDANCE ACTIVITIES INCLUDE:

VALUES CLARIFICATION by Sidney Simon, L. Howe, and H. Kirschenbaum. Hart Publishing Co., Inc. New York, New York. (1972)

100 WAYS TO ENHANCE SELF-CONCEPT IN THE CLASSROOM: A HANDBOOK FOR TEACHERS AND PARENTS. J. Canfield & H.C. Wells. Prentice-Hall Inc., Englewood Cliffs, N.J. (1976)

CLARIFYING VALUES THROUGH SUBJECT MATTER. M. Harmon, S. Simon & H. Kirschenbaum. Winston Press, Inc., Minneapolis, Minn. (1973).

SELF-AWARENESS THROUGH GROUP DYNAMICS. R. Reichert. Pflaum/Standard, Co. Dayton, Ohio (1970).

TA FOR TOTS. Alvyn Freed, Ph.D. Jalmar Press, Inc., Sacramento, Calif. (1974)

AND MANY OTHERS NOT LISTED HERE.

56 WAYS TO SAY ' GOOD FOR YOU '

Everyone knows that a little encouragement goes a long way in any classroom. But a little encouragement really needs to be something more than the same few phrases repeated over and over again, ad nauseum!

Your students need more than the traditional "Good," "Very Good," and "Fine" if encouragement is in the cards. Here are some additional possibilities:

That's really nice.
Thank you very much.
Wow!
That's great.

Keep up the good work.
Everyone's working so hard.
That's quite an improvement.
Much better.

Keep it up!
Good job.
What neat work.
You really outdid yourself today.

This kind of work must please you very much.
Congratulations. You only missed ——.
That's right! Good for you.
Terrific.

Beautiful.
You must be very proud of the way you worked (are working) today.
Excellent work.
I appreciate your help.

Very good. Why don't you show the class?
Thank you for (sitting down, being quiet, getting right to work, etc.)
Marvelous.
Groovy.

Right on.
For sure.
Sharp.
That looks like it's going to be a great report.

My goodness, how impressive!
You're on the right track now.
It looks like you put a lot of work into this.
That's clever (creative, inventive, etc.)

Very creative.
Very interesting.
Good thinking.
That's an interesting way of looking at it.

Now you've figured it out.
You have it.
That's the right answer.
Now you've got the hang of it.

Exactly right.
Super.
That's a good point.
That's a very good observation.

That certainly is one way of looking at it.
That's an interesting point of view.
Thank you for raising your hand, Charles. What is it?
You are really going to town.

You've got it now.
Out-of-sight!
Nice going.
You make it look so easy.
That's coming along nicely.

THE FOLLOWING ARE A SELECTION OF CLASSROOM GUIDANCE ACTIVITIES IN AREAS OF ENHANCING SELF-CONCEPT, DECISION MAKING, BUILDING GROUP AND INTERPERSONAL SKILLS AND GOAL SETTING.

THEY ARE MEANT TO GET YOU STARTED AND GIVE YOU AN EXAMPLE OF VARIOUS KINDS OF ACTIVITIES THAT CAN BE DONE BY THE CLASSROOM TEACHER.

SOURCES OF ADDITIONAL ACTIVITIES ARE LISTED WITH "GUIDANCE GUIDELINES."

ACTIVITY TITLE:	WHAT DECISIONS DO WE MAKE?
GRADE LEVEL:	3-6
GUIDANCE CONCEPTS:	Decision-making, Discussion skills Responsiblity
MATERIALS:	None

This activity is to assist students in clarifying what decisions they make for themselves and are responsible for and what decisions are made for them by others and why. A good lead-in discussion to the concept of decision-making.

1. Open discussion with question: WHAT IS A DECISION? Clarify it in terms of their perceptions. List definitions on the board. Come to a class concensus or agreement on definition so we are all talking about the same thing!

2. Discuss: WHAT DECISIONS DO YOU MAKE FOR YOURSELF? HOW?
WHAT DECISIONS ARE MADE FOR YOU BY OTHERS? WHY?

3. Take a piece of paper and place it sideways and make 3 columns: "Decisions I Make for Myself," "Decisions Others Make for Me," and "Who Makes Them." List decisions that fall into each category, for instance:
    - Who decides what time you get out of bed? (responsiblity)
    - Who decides what you wear?
    - Who decides what you have for breakfast?
    - Who decides if you get to school on time? (responsiblity)
    - Who decides if you brush your teeth? (")
    - Who decides who your friends are?

    ETC.

(continued)

4. DISCUSSION QUESTIONS:

-Are there decisions that others are making for you that you should be able to make for yourself? What are they?

-What kinds of decisions do others make for you? What do they involve? Who makes them? Why?

-Discuss concept of responsibility for consequences of a decision that we make for ourselves.

ACTIVITY TITLE: DECISION - MAKING COLLAGE

GRADE LEVEL: 3-6

GUIDANCE CONCEPTS: Decision-making, Career Awareness

MATERIALS: Magazines, construction paper, scissors, pins, felt pens or crayons

---

1. Discuss people who have to make decisions on the job, at home, in school, etc.

2. Discuss the kinds of decisions these people have to make and the idea that we all have to make decisions all day.

3. ACTIVITY: To make a bulletin board display of all kinds of people who have to make decisions, names of people or jobs that involve decision-making, etc.

   Divide the class into small groups and each group will have an area of the board to develop in any way they like - with pictures, with words, or both. Some suggested topics might be:

   Decisions in jobs
   Decisions in the home

   Decisions we have to make
   Decisions we will need to make in the future

   Decisions in advertising
   --others as suggested by students--

4. Each group should have enough time to develop a concept and work on it, and then present it to the class.

5. POSSIBLE DISCUSSION QUESTIONS:

   - How did you decide on the topic in your group?
   - Did the group cooperate? How were decisions reached in your group?
   - How did you decide what to put on the board? Who would put it up?
   - Tell us about the decision-makers in your section of the board.

ACTIVITY TITLE: THE DECISION - MAKING PROCESS

GRADE LEVEL: 3-6

GUIDANCE CONCEPTS: Decision-Making

MATERIALS: None

This activity is designed to assist students in becoming aware of the decision-making process and how it can help them in making wise decisions; to help students see how their decisions can have negative results if they do not consider all alternatives and consequences; and how their decisions affect others.

1. DISCUSSION QUESTIONS:

   - How do you know when you have made a good decision? Do you feel good about it? Do others make comments?
   - How do you know when you have made a bad decision? How do you feel?
   - What are some good decisions that you have made recently at home? at school? bad decisions?
   - How do you make decisions? Do you ask others for advice? Do you figure it out by yourself?
   - Do you think of all the choices or just act without thinking carefully?

2. PRESENT A TIMELY CLASSROOM DECISION TO BE MADE.

   - How do think that we should go about making a decision about this?

   (Elicit and write on board all the various suggestions)

3. INTRODUCE THE DECISION-MAKING PROCESS as one possible method:

   Go through the following steps with them first in explanation and then as a method applied to this problem to be decided.

(continued)

DECISION-MAKING PROCESS

1. Define the problem. (It might not be a problem at all, or it could have many facets, each one a separate problem.)

2. Select goals - what do you want to accomplish?

3. Look at all alternatives or ways of getting from "here" to "there". What are your Helping Forces and Hindering Forces? (see following page)

4. Look at the consequences of all alternatives. (Which ones are not tolerable?)

5. Choose the best alternative and examine the reasons for it.

NOW THAT YOU HAVE OUTLINED THE PROCESS, GO BACK AND APPLY IT TO THE CLASS PROBLEM OR DECISION TO BE MADE.

4. ASK STUDENTS TO GIVE EXAMPLES OF OTHER DECISIONS THEY HAVE TO DEAL WITH: "To fight or not to fight on the playground," "To be late for school or to play with a friend."

For older students, the SHIP WRECK activity or the DESERT PLANE CRASH are excellent for demonstrating how making the correct decision can have critical consequences sometimes.

LOOKING AT THE HELPING FORCES / HINDERING FORCES

One way of looking at the Decision Making Process is to evaluate all the forces that will help and those that will hinder us in reaching our goals or objectives.

In the spaces below, fill in what forces will help and those that will not be of help. Do not evaluate any of the forces - simply list them at this time. A force can be:

People in your life

Resources (financial, material, other)

Attitudes, Beliefs, Values

Needs (material possessions, comforts, etc.)

DECISION OR GOAL: ____________________

HELPING	HINDERING

REASONS FOR NOT ACTING ON DECISIONS

Listed below are 10 reasons which individuals frequently give for not acting on their decisions. Read through the list and check those which apply to you. Put a check next to each item which has ever prevented you from taking the necessary steps to reach a goal. Put two checks next to each item which has prevented you from taking action more than once.

______ I'm afraid of failing. If I don't try, I can't fail.

______ I'm afraid of succeeding. I seem to have a "will to fail."

______ Other people might disapprove of my behavior.

______ I don't know anyone (and I've never heard of anyone) who has done something like this.

______ I've never had any experience in doing something like this.

______ I don't know how to begin.

______ I'm overwhelmed by the number of things to do.

______ I'm not willing to sacrifice immediate comfort for long term gain.

______ I haven't set priorities, so I don't know what to do first.

______ It doesn't make any difference whether I do it or not.

______ Other: ____

____

LOOKING FOR ALTERNATIVES

Sometimes when we are trying to make a decision about something, it is helpful to get others' ideas and opinions. In this way, we have more alternatives to choose from.

Pick something you would like to do, change in your life, or find out about. Ask other people for their ideas.

ITEM: ____

1st person's idea

3rd person's idea

4th person's idea

2nd person's idea

Can you think of any other ways that no one mentioned? __________

____

Which way(s) appealed to you most? Why? ______________

____

ACTIVITY TITLE: SHIP WRECK

GRADE LEVEL: 4 - 12

GUIDANCE CONCEPTS: Cooperation, Decision Making, Problem Solving

MATERIALS: None for students.

Ask class to gather in center of room. Set scene for them:

--- "You are on board an ocean liner cruising the south seas. The ocean is calm for as far as you can see and it is a lovely day. Up on the third deck, people are swimming in the pool or playing shuffleboard. Lunch is just being served in the dining room and you are walking along the deck on your way to your cabin to change for lunch."

At this point, someone runs in with a slip of paper. You read and make announcement:

--- "The ship has been torpedoed by an unknown enemy. Everyone - man the life-boats. Six to a boat. Everyone hurry. Take nothing with you."

This must be done in great hurry and with as much "organized confusion" as possible to simulate the real thing. Direct people to the boats. You are now to circulate amongst the boats, but first, give these directions:

--- "You find yourselves adrift in these life-boats and swear that if you ever come out of this alive, you are going to sue the company, for the boats have no life-preservers, no oars, no food or water. You are adrift in the south seas with nothing but what you have on right now and your wits to survive. The other boats are drifting out of sight and the seas are getting heavy (large swells coming up). It is late afternoon. You must make a plan for survival in each boat. You have 10 minutes to decide what you are going to do, what your greatest problems are going to be and how you are going to solve them. Pick a leader."

Now just circulate and keep groups in right track. Time them.

--- "Your ten minutes are up and you should have your survival plan ready. I hope you all survived the last 2 weeks in the boat because as you gaze at the horizon, you see an ISLAND. Civilization. (Sound excited) You can see beach front hotels and high-rise buildings. You are saved. But wait -- an off-shore current is pulling you away from the inhabited side of the island and around to the uninhabited side. A large mountain range separates the two sides and your boat is beached on this deserted side of the tropical island. You are weak from lack of food and water. What are you going to do? You again have 10 minutes to devise a plan of survival."

They may not need 10 minutes; re-convene when all groups are ready.

— "Let's share some of the survival techniques." Share ideas.

— "Which groups picked leaders to make the decisions? On what basis did you decide who would be leader? What were the duties of the leader?"

This leads to brainstorming of qualities of good leaders - What does it take to be a leader? Is everyone cut out to be a leader?

What are the qualities of good group members? How can they help a leader?

What are some of the ways that leaders are chosen (strongest person in group, most popular, most knowledgeable, elected, etc.).

Are different leadership qualities needed in different situations, for instance, would you need a different kind of leader for the life-boats than you would for a student-council committee? How are they the same? Differen

---

This activity is a natural lead-in for election of student council members, class officers, a unit on politics, having a candidate for office come in an talk to students about why they want to be a leader, etc.

ACTIVITY TITLE: DESERT PLANE CRASH

GRADE LEVEL: 5-6

GUIDANCE CONCEPTS: Decision Making, Cooperation, Problem Solving

MATERIALS: For students, a dittoed sheet of items saved from the crash fire (see pg. 24)

---

1. Explain to students that this is an activity in decision making and cooperation. Discuss these concepts briefly.

2. Divide students into groups of 5-6 each and give each student a list of items saved from the crash fire.

3. Read the situation and give groups 10 minutes to come up with (1) a plan for survival and (2) a priority ranking of the items on the list from most important to least important.

4. Rotate amongst the groups, but give no input. Note who is leader, if everyone is contributing, how input is received in the group, etc.

5. Without breaking up groups, get feedback from each on a survival plan. Ask for rationale. On the board, list items as they are in the list and place priority numbers from each group in columns. Compare group priorities and rationales.

6. Without giving more input (i.e. from Background Information on the Situation or from Scoring the Decisions or Expert Ranking and Rationale), ask students if they would like to change any of the priorities. Let them do so.

7. Discuss: Desert Survival and need for Cooperation
   Group Process in Decision Making (see forms)

DESERT SURVIVAL PROBLEM

These items have been salvaged from the plane wreckage. Will you be needing any of them? Rank in order of importance to your survival from highest (1) ot lowest (15).

_____ COSMETIC MIRROR

_____ 1 QUART OF WATER PER PERSON

_____ PARACHUTE (RED & WHITE)

_____ A PAIR OF SUNGLASSES PER PERSON

_____ MAGNETIC COMPASS

_____ BOOK ENTITLED EDIBLE ANIMALS OF THE DESERT

_____ BOTTLE OF SALT TABLETS (1,000 TABLETS)

_____ 1 TOP COAT PER PERSON

_____ FLASHLIGHT (4 BATTERY SIZE)

_____ JACK KNIFE

_____ .45 CALIBER PISTOL (LOADED)

_____ COMPRESS KIT WITH GAUZE

_____ SECTIONAL AIR MAP OF THE AREA

_____ 2 QUARTS OF 180 PROOF VODKA

_____ PLASTIC RAINCOAT, LARGE SIZE

"THE SITUATION"

The Situation . . .

It is approximately 10:00 a.m. in mid-July and you have just crash-landed in the Sonora Desert in Southwestern United States. The light twin engine plane containing the bodies of the pilot and the co-pilot has completely burned. Only the air frame remains. None of the rest of you have been injured. The pilot was unable to notify anyone of your position before the crash. However, ground sightings taken before you crashed, indicated that you are 65 miles off the course that was filed in your VFR flight plan. The pilot had indicated before you crashed that you were approximately 70 miles south-southwest from a mining camp, which is the nearest known habitation. The immediate area is quite flat and except for the occasional barrel and saguaro cacti, appears to be rather barren. The last weather report indicated that the temperature would reach 110° - which means that the temperature within a foot of the surface will hit 130°. You are dressed in light-weight clothing, short-sleeved shirts, pants, socks and street shoes. Everyone has a handkerchief. Collectively, your pockets contain $2.38 in change, $85.00 in bills, a pack of cigarettes and a ball point pen.

Background Information

on

"THE SITUATION"

Comments on The Situation. . . (None of this information should be given to the participants until after they have completed the problem.)

This is the hottest time of the year in the desert. Whether the survivors decide to try and walk out or to stay with the plane, they must decide how to protect themselves from the sun and from dehydration.

Participants tend to overlook the enormous shocking impact this would have on a person. It's safe to assume that no matter how poorly the participants do in the simulation, they would do even worse in the real situation.

This is not at all as menacing a place as it might sound if you're familiar with deserts. If you aren't and you panic, death is almost certain. A few years ago, a mother was driving with her two sons through the desert near Tucson. The boys, who were around 10, got the mother to stop so they could get out and see what the desert was really like. They walked over a knoll a few hundred yards off the road while the mother waited in the car. Once out of sight of the road, they must have become confused and in the extreme heat panicked and began running. They were found 45 minutes later - both dead. Their lungs had been dehydrated by the rapid breathing of the hot (130°) air and they suffocated.

The maximum flying time for this type of aircraft would be about 8 hours.

This increases the shock of the crash and represents a serious loss of information that the pilots might have known about the desert.

Thus, destroying many items that might have been useful for survival.

Since the plane is so small and low to the ground, it probably couldn't be used as shelter.

None of the rest of you have been injured - at least physically. However, the crash experience has undoubtedly increased heart-beat, respiration, perspiration, etc. accelerating dehydration. The first order of business, therefore, is to calm down.

Therefore, even though people may realize that a plane is missing, a large area would have to be searched to find it.

VFR means "visual flight rules" which are the flight rules that apply to air navigation in which the pilot remains in sight of the ground (as opposed to IFR, the "I" standing for Instruments). The flight plan contains the vital information regarding the flight (e.g., course, speed, estimated time of arrival, type and color of aircraft, number of people on board, etc.) Search and rescue operations would begin shortly after a plane on a flight plan failed to arrive

Scoring the Decisions

Critical Factors in Solving the Problem

The basic problem which confronts our survivors is lack of water and the resultant dehydration in the extreme heat. If the group remained inactive during the day and night - no walking, hunting or physical activity of any kind - and had shelter from the sun and skin protection from the hot, dry air, they could survive a maximum of three days. The one quart of water per person would not significantly extend this survival time. There would be some water available in the barrel cactus but the effort necessary to break open the tough cactus would use up more body water than could be replaced from the cactus. Other water-generating devices, such as a distiller, would also not yield enough water to extend the survival time significantly.

About half the teams decide that the best solution to the problem is to walk to the mining camp 70 miles away. This would lead to almost certain death. What these teams fail to consider is that:

1. They have just survived a traumatic experience which would have considerable impact on the body.
2. They are dressed in street shoes.
3. Few, if any, members of the team have ever hiked that distance before, even under the most favorable conditions.
4. They would have to wear the top coats to protect themselves, which means added weight.
5. They would have to carry the parachute for shade (assuming they intend to walk at night and rest during the day) and would have to expend vital energy putting it up and taking it down, not to mention carrying it.
6. Dehydration would be speeded up enormously even if they walked only at night.

at its destination at its estimated time of arrival. (Weather in the desert at this time is ideal for search.) We estimate that a search would be begun no sooner than 11:30 a.m. and no later than 6:00 p.m., based on the 8 hour range of a light twin engine plane.

Seventy miles is a very long way to walk even under ideal conditions, particularly if one is not used to walking such distances. Under the circumstances of the problem, (high temperature, lack of water, street shoes, etc.) attempting to walk out would mean almost certain death. (See the rationale for staying with the plane in the section - Scoring the Decisions.)

There is little or no natural protection against the elements.

Barrel cactus retains water in its tissue. By breaking it open and squeezing or sucking on the pieces, one can obtain some water (at this time of year, very little). This is a difficult job, however, and unless one is very careful, more body water could be used through the effort than can be replaced by the cactus.

A saguaro cactus would make a good "tent pole" for a parachute tent.

But appearances deceive! There is an amazing abundance of edible animal and vegetable life. However, starvation is not the problem. Even if one were able to kill an animal or two, which can be very difficult in the desert in July for even appropriately equipped, experienced hunters, eating anything would only speed up dehydration. The more that is eaten, the more body water is used up in digestion and waste removal.

Since there is not enough water available to replace the body water lost through dehydration, protection from the sun and the dry, hot air is critical.

This is a most immediate, critical problem. With so much skin exposed to the sun and dry air, dehydration is speeded up enormously.

The handkerchief is useful as a hat or if necessary, as a veil with slits to see through in order to cut down on the glare and prevent blindness.

The money is of little use here. The cigarettes might be a psychological tranquilizer, but without matches the effort required to light a fire would be a dangerous waste of energy (body water). The ball point pen might be useful in keeping track of things.

7. They would be extremely difficult to spot from the air once they left the crash scene (however, this would be offset if they had the mirror with them.).

8. They were on a VFR flight plan - extensive air search and rescue missions would be begun soon after they failed to arrive at their destination.

All in all, the teams that decided to walk would almost certainly not live past the second day after having walked less than 33 miles - assuming they walked only at night. If they decided to walk during the day they would probably be dead by the next morning, after having walked less than 12 miles.

The best course of action for the survivors, therefore, is to make themselves as visible as possible by staying close to the crash scene and using the mirror, the flashlight and the parachute. They would then have an 80% chance of being rescued within the first 24 hours.

Table I gives the varying survival times for no physical activity and for walking. Table II shows the effects of dehydration.

The Desert Survival Problem

The Expert Ranking and Rationale

#1 Cosmetic Mirror: Of all the items, the mirror is absolutely critical. It is the most powerful tool you have for communicating your presence. In sunlight, a simple mirror can generate 5 to 7 million candle power of light. The reflected sunbeam can even be seen beyond the horizon. If you had no other items, you would still have better than an 80% chance of being spotted and picked up within the first 24 hours.

#2 1 Top Coat Per Person: Once you have a communication system to tell people where you are, your next problem is to slow down dehydration. Forty percent of the body moisture that is lost through dehydration is lost through respiration and perspiration. Moisture lost through respiration can be cut significantly by remaining calm. Moisture lost through perspiration can be cut by preventing the hot, dry air from circulating next to the skin. The top coats, ironic as it may seem, are the best available means for doing this. Without them, survival time would be cut by at least a day.

#3 1 Quart of Water Per Person: You could probably survive 3 days with just the first two items. Although the quart of water would not significantly extend the survival time, it would help to hold off the effects of dehydration (See Table II). It would be best to drink the water as you become thirsty so that you can remain as clear headed as possible during the first day when important decisions have to be made and a shelter erected. Once dehydration begins, it would be impossible to reverse it with the amount of water available in this situation. Therefore, rationing it would do no good at all.

#4 Flashlight (4 battery size): The only quick, reliable night signalling device is the flashlight. With it and the mirror you have 24 hour signalling capability. It is also a multiple use item during the day. The reflector and lens could be used as an auxiliary signal device and for starting a fire. The battery container could be used for digging and as a water container in the distillation process (See plastic raincoat).

#5 Parachute (red and white): The parachute can serve as both shelter and signalling device. The saguaro cactus could serve as tent poles - the parachute shrouds, as tent ropes. Double or triple folding the parachute would give dark enough shade to reduce the temperature underneath it by as much as 20%.

#6 Jack Knife: Although not as crucial as the first 5 items, the jack knife would be useful for rigging the shelter and for cutting up the very tough barrel cactus for moisture. Its innumerable other uses gives it the high ranking.

#7 Plastic Raincoat (large size): In recent years, the development of plastic, nonporous materials has made it possible to build a solar still. By digging a hole and placing the raincoat over it, the temperature differential will extract some moisture from urine soaked sand and pieces of barrel cactus and produce condensation on the underside of plastic. By placing a small stone in the center of the plastic, a cone shape can be formed and cause moisture to drip into the flashlight container buried in the center of the hole. Up to a quart a day could be obtained in this way. This would be helpful, but not enough to make any significant difference. The physical activity required to extract the water is likely to use up about twice as much body water as could be gained.

#8 .45 Caliber Pistol (loaded): By the end of the second day, speech would be seriously impaired and you might be unable to walk (6 to 10% dehydration). The pistol would then be useful as a sound signalling device and the bullets as a quick fire starter. (The international distress signal is three shots in rapid succession.) There have been numerous cases of survivors going undetected because they couldn't make any loud sounds. The butt of the pistol might also be used as a hammer.

The pistol's advantages are counter-balanced by its very dangerous disadvantages. Impatience, irritability, and irrationality would all occur as dehydration increases. This is why critical decisions should be made before dehydration sets in. Under the circumstances, the availability of so lethal a tool constitutes a real danger to the team. Assuming it were not used against humans, it might be used for hunting -- which would be a complete waste of effort. Even if someone were able to shoot an animal with it, which is very unlikely, eating the meat would increase dehydration enormously as the body uses its water to process the food.

#9 A Pair of Sunglasses Per Person: In the intense sunlight of the desert, photothalmia and solar retinitis (both similar to the effects of snow blindness) could be serious problems especially by the second day. However, the dark shade of the parachute shelter would reduce the problem, as would darkening the area around the eyes with soot from the wreckage. Using the handkerchief or compress material as a veil with eye slits cut into it would eliminate the vision problem. But sunglasses would make things more comfortable.

#10 Compress Kit with Gauze: Because of the desert's low humidity, it is considered one of the healthiest (least infectious) places in the world. And because the blood thickens with dehydration, there is little danger from bleeding unless a vein is severed. In one well documented case, a man, lost and without water, who had torn off all his clothes and fallen among sharp cactus and rocks until his body was covered with cuts, didn't bleed until he was rescued and given water.

The kit materials might be used as: rope and/or by wrapping your legs, ankles, and head, including face, a further protection against dehydration and sunlight.

#11 Magnetic Compass: Aside from the possibility of using its reflective surfaces as an auxiliary signalling device, the compass is of little use. It could even be dangerous to have around once the effects of dehydration take hold. It might give someone the notion of walking out.

#12 Sectional Air Map of the Area: Might be helpful for starting a fire, or for toilet paper. One man might use it for a head cover or eye shade. It might have entertainment value. But it is essentially useless and perhaps dangerous because it too might encourage walking out.

#13 A Book Entitled, Edible Animals of the Desert: The problem confronting the group is dehydration, not starvation. Any energy expanded in hunting would be costly in terms of potential water loss. Desert animals, while plentiful, are seldom seen. They survive by laying low as should the survivors. If the hunt were successful, the intake of protein would cause an increase in the amount of water used to process the protein in the body. General rule of thumb -- if you have lots of water, eat, otherwise, don't consume anything. Although the book might contain useful information, it would be difficult to adjust your eyes to reading and remain attentive as dehydration increases.

#14 2 Quarts of 180 Proof Vodka: When severe alcoholism kills someone, they usually die of dehydration. Alcohol absorbs water. The body loses an enormous amount of water trying to throw off the alcohol. We estimate a loss of 2 to 3 oz. of water per oz. of alcohol. The Vodka consumed could be lethal in this situation. Its presence could cause someone in a dehydrated state to increase his problem. The Vodka would be helpful for a fire or as a temporary coolant for the body. The bottle might also be helpful. But all in all, the Vodka represents more dangers than help.

#15 Bottle of Salt Tablets (1,000 tablets): Wide spread myths about salt tablets exist. The first problem is that with dehydration and loss of water, blood salinity increases. Sweat contains less salt than extra cellular fluids. Without lots of extra water, the salt tablets would require body water to get rid of the increased salinity. The effect would be like drinking sea water. Even the man who developed salt tablets now maintains they are of questionable value except in geographical areas where there are salt deficiencies.

TABLE I

SURVIVAL TIME IN DAYS FOR VARIOUS TEMPERATURES WITH VARYING AMOUNTS OF WATER

DAILY TEMP. IN SHADE AT °F	AMOUNTS OF WATER				
	No WATER	1 QT.	2 QTS.	4 QTS.	10 QTS.
no physical activity					
120°	2	2	2	2.5	3
110°	3	3	3.5	4	5
100°	5	5.5	6	7	9.5
walking at night & resting in day					
120°	1	2	2	2.5	3
110°	2	2	2.5	3	3.5
100°	3	3.5	3.5	4.5	5.5

TABLE II

PHYSIOLOGICAL EFFECTS OF DEHYDRATION AT VARYING PERCENTAGES OF LOSS OF BODY WEIGHT (WATER)

	1 to 5% loss in body weight	6 to 10% loss in body weight	11 to 20% loss in body weight
Effects of Dehydration	thirst impatience flushed skin sleepiness no appetite increased pulse	dizziness headache inability to walk indistinct speech cyanosis decreased blood volume	delirium spasticity deafness dim vision inability to swallow probable death

GROUP PROCESS QUESTIONS

Circle your response to each of the questions below.

	Very Little	Little	Some	Quite a bit	Very Much
1) To what extent did others pay attention to your ideas?	1	2	3	4	5
2) How frustrated did you become while reaching the team decision?	1	2	3	4	5
3) How responsible and committed do you feel for the decisions that were made?	1	2	3	4	5
4) To what extent did you actively seek contributions from others to reach a group decision?	1	2	3	4	5
5) How good do you think the team's decisions are?	1	2	3	4	5

6) What percentage of the time did you lead the group by

a) contributing information?	0%	20%	40%	60%	80%	100%
b) helping the group work together?	0%	20%	40%	60%	80%	100%

Your comments on the task:

OBSERVER CHART

GROUP INTERACTION PROCESS

Description Items												
He prodded the group to complete the task												
He was the real "idea man" in the group, suggesting new ways of handling the problem												
He kept the group from straying too far from the topic												
He was concerned only with his own ideas and viewpoints												
He criticized those with whom he disagreed												
He interrupted others when they were speaking												
He was disruptive to the group												
He was an aloof sort of person												
He is a narrow-minded person												
He listened attentively to others												
He worked well with others in the group												
He is a very practical person												
He is a creative person												
He was the real leader of the group												

ACTIVITY TITLE: STRENGTH BOMBARDMENT

GRADE LEVEL: 2 - 12

GUIDANCE CONCEPTS: Building and Enhancing Positive Self-Concepts

MATERIALS: None

---

1. Students are asked to get into small groups of 3-4 in circles on the floor or in chairs.

2. One student begins as "it" and is to receive positive comments - compliments - about himself or herself from other group members. Recipients can only say "thank you."

   Each group member gives input to the person who is "it" before they move on to the next person, until everyone has received "strokes" from others in the group.

3. When the process is complete, without students leaving the groups, ask:

   - WHAT KINDS OF POSITIVE COMMENTS WERE GIVEN - ABOUT HAIR, CLOTHING, JEWELRY, ETC.? OR ABOUT THE PERSON?

   - DID EVERYONE GET A CHANCE TO BOTH GIVE AND RECEIVE?

4. Go through the activity once more, but concentrate the comments on things about the person that do not change from day to day - no matter what the person wears or how they comb their hair, etc.

5. When students have rotated again, POSSIBLE DISCUSSION QUESTIONS MIGHT BE:

   - WHICH KIND OF COMMENTS DID YOU ENJOY RECEIVING MOST? GIVING MOST?

   - WHICH ARE MORE REAL - LASTING?

   - HOW DID YOU FEEL IN RECEIVING? WHY IS THAT? COULD IT BE THAT WE HAVE SO LITTLE PRACTICE AT IT.

   - HOW DID IT MAKE YOU FEEL TO GIVE COMPLIMENTS? WHY?

   - THINK OF SOMEONE YOU KNOW (SILENTLY) WHO COULD REALLY USE SOME OF THE GOOD FEELINGS THAT WERE GENERATED HERE TODAY - SOMEONE IN THIS ROOM, HERE AT SCHOOL, AT HOME....

YOUR ASSIGNMENT IS TO MAKE SURE THAT THAT PERSON IS GIVEN A POSITIVE COMMENT SOMETIME BEFORE WE MEET AS A CLASS TOMORROW.

TRY DOING THIS ACTIVITY ABOUT EVERY 4 WEEKS, AND SEE IF IT DOESN'T GET EASIER FOR BOTH YOU AND THE STUDENTS AS TIME GOES ON. CLASSES HAVE EVEN BEEN KNOWN TO REQUEST TO DO THE ACTIVITY WHEN "WE REALLY NEED SOME GOOD COMMENTS AROUND."

ACTIVITY TITLE: MY BAG

GRADE LEVEL: 2 - 12

GUIDANCE CONCEPT: Building and Enhancing Positive Self-Concepts

MATERIALS: Magazines, a paper bag for each student, scissors, glue.

---

1. Students are asked to spend about 3-4 minutes silently thinking about themselves and to identify qualities or characteristics which make up who they are.

2. They are asked to think about themselves in 2 ways:

   - Those things that they would share with others
   - Those things that are private and they don't want to share

3. Each student is to collect pictures from magazines, etc., and to glue those pictures which show qualities about themselves that they wish to share with others on the outside of the bag.

   Those qualities or characteristics they do not wish to share can be put inside the bag (not glued).

4. When the bags are finished, each student can share "his/her bag" and tell about themselves. Students may share some of the "secret" things about themselves if they would like to, but not necessary.

5. Display the bags around the room, out of reach.

This activity promotes introspection, encourages spontaneity and creativity, facilitates self-disclosure and discussion skills and builds a sense of positive self-image among class members.

ACTIVITY TITLE: COLLAGE OF FEELINGS

GRADE LEVEL: K-12

GUIDANCE CONCEPTS: Self-Awareness, Building Listening & Oral Skills

MATERIALS: A poster with a variety of pictures on it (people, animals, artistic designs, almost anything) that are spaced apart and each picture numbered.

STUDENTS ARE ASKED TO STUDY THE PICTURES AND ON A SHEET OF PAPER NUMBERED TO CORRESPOND WITH THE NUMBER OF PICTURES, TELL WHAT KIND OF FEELING EACH PICTURE GIVES THEM (happy, sad, lonely, angry, mad, mischievous, etc.) AND WHY. WHEN STUDENTS ARE DONE, CLASS SHARES EXAMPLES AND TALKS ABOUT FEELINGS AND HOW PEOPLE REACT DIFFERENTLY TO VARIOUS SITUATIONS AND PICTURES.

THIS ACTIVITY IS EXCELLENT FOR ELICITING RESPONSE FROM THAT LONELY CHILD, OR GAINING INSIGHT INTO THE AGGRESSIVE OR PASSIVE CHILD.

STUDENTS LEARN TO LISTEN TO EACH OTHER, TO RESPECT OPINION AND FEELINGS, AND LEARN MORE ABOUT EACH OTHER. STUDENTS LEARN NEW WORDS FOR FEELINGS, AND THUS VOCABULARY IS STRENGTHENED.

STUDY THE PICTURES ON THE POSTER. ALL THE PICTURES SHOW CERTAIN FEELINGS OR WILL MAKE YOU FEEL A CERTAIN WAY.

MATCH THE NUMBER BELOW WITH THE NUMBER ON THE PICTURE. TELL HOW IT MAKES YOU FEEL AND WHY.

	FEELING	REASON WHY
1.	____________________	____________________
2.	____________________	____________________
3.	____________________	____________________
4.	____________________	____________________
5.	____________________	____________________
6.	____________________	____________________
7.	____________________	____________________
8.	____________________	____________________

ACTIVITY TITLE: SELF-CONCEPT VALIDATION

GRADE LEVEL: 2-12

GUIDANCE CONCEPT: Building or Enhancing Positive Self-Concepts

MATERIALS: None

---

1. Students divide into groups of 4-6 each.
2. Ask students to think of 3 positive adjectives that describe themselves. Three good qualities or things that they like about themselves.
3. One of the students is asked to share his 3 good qualities with the others that best describe him/her as a person.
4. Other group members, individually, give feedback in terms of which adjective or quality they like also.

EXAMPLE: First child: I like myself because I think I am smart, a good kick-ball player and I smile a lot.

Second child: I think you are a good kick-ball player too.

Third child: I really like the way you smile all the time.

5. The process is repeated until all students have had a turn at expressing positive qualities about themselves.
6. If a student cannot react to any of the qualities another student has said, he can "pass," but he can only do so twice!

This activity sets a positive tone in the classroom and gives students a comfortable feeling for small group guidance activites that you may do in the future. A good one to begin with.

One of the activities I do with skill is . . .

THE ME I SEE

NAME____

THE PHYSICAL ME...	THE EMOTIONAL ME...
THE SOCIAL ME...	IF I WERE TO GIVE MYSELF AN AWARD, IT WOULD BE FOR...
THE INTELLECTUAL ME...	

Why I Am Liked or Disliked

Place a + or - sign for your ratings on each of the things below. The + sign stands for USUALLY and the - sign stands for SELDOM.

1. I carry out my promises. ______
2. I go out of my way to help others. ______
3. I refrain from exaggeration. ______
4. I avoid sarcasm. ______
5. I make an effort to be modest about my achievements. ______
6. I avoid losing my temper when people annoy me. ______
7. I avoid losing my temper when people don't listen to me. ______
8. I enjoy working with other people. ______
9. I cooperate with others in social activities. ______
10. I avoid criticising others behind their backs. ______
11. I feel sorry about the misfortunes of others. ______
12. I give help when it is needed. ______
13. I avoid telling others what they should do. ______
14. I listen courtesously to the conversation of others. ______
15. I avoid temper tantrums. ______
16. I am sheerful and happy most of the time. ______
17. I avoid arguing with others over small things. ______
18. I do not gossip about others. ______
19. I speak in a quiet voice indoors. ______
20. I have my work done on time and do not ask other to let me copy theirs. ______
21. I avoid asking for special considerations. ______
22. I am tolerant. ______
23. I avoid flattering people for personal gain. ______

24. I try to avoid embarrassing others. ______

25. I return what I have borrowed. ______

26. I try not to borrow money from others. ______

27. I am careful about my appearance. ______

28. I tell the truth. ______

29. I am loyal to my family and friends. ______

30. I respect my teachers and other adults, even if I do not always agree with them. ______

31. I obey my parents, even though I may sometimes question what they say. ______

32. I put my things away neatly. ______

33. I am on time usually.

34. I consider the interests of my friends when making a decision that will affect them. ______

35. I try not to show jealousy. ______

Were you honest with yourself when answering each statement? If not, go over those items again. Look over your answers. What could you do to be more popular without compromising your own values?

Silhouettes

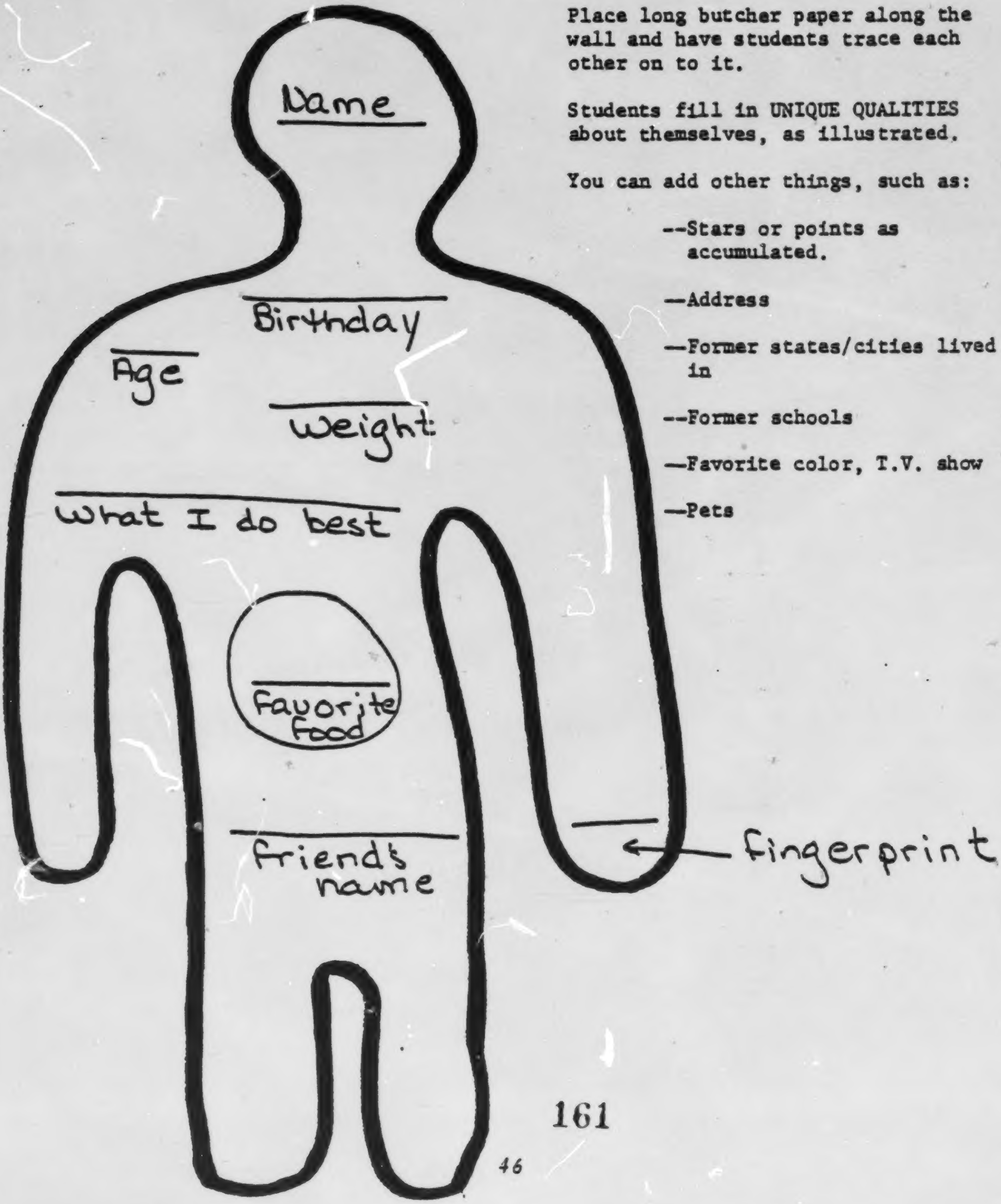
PURPOSE: To show the uniqueness of each child in many ways.

Place long butcher paper along the wall and have students trace each other on to it.

Students fill in UNIQUE QUALITIES about themselves, as illustrated.

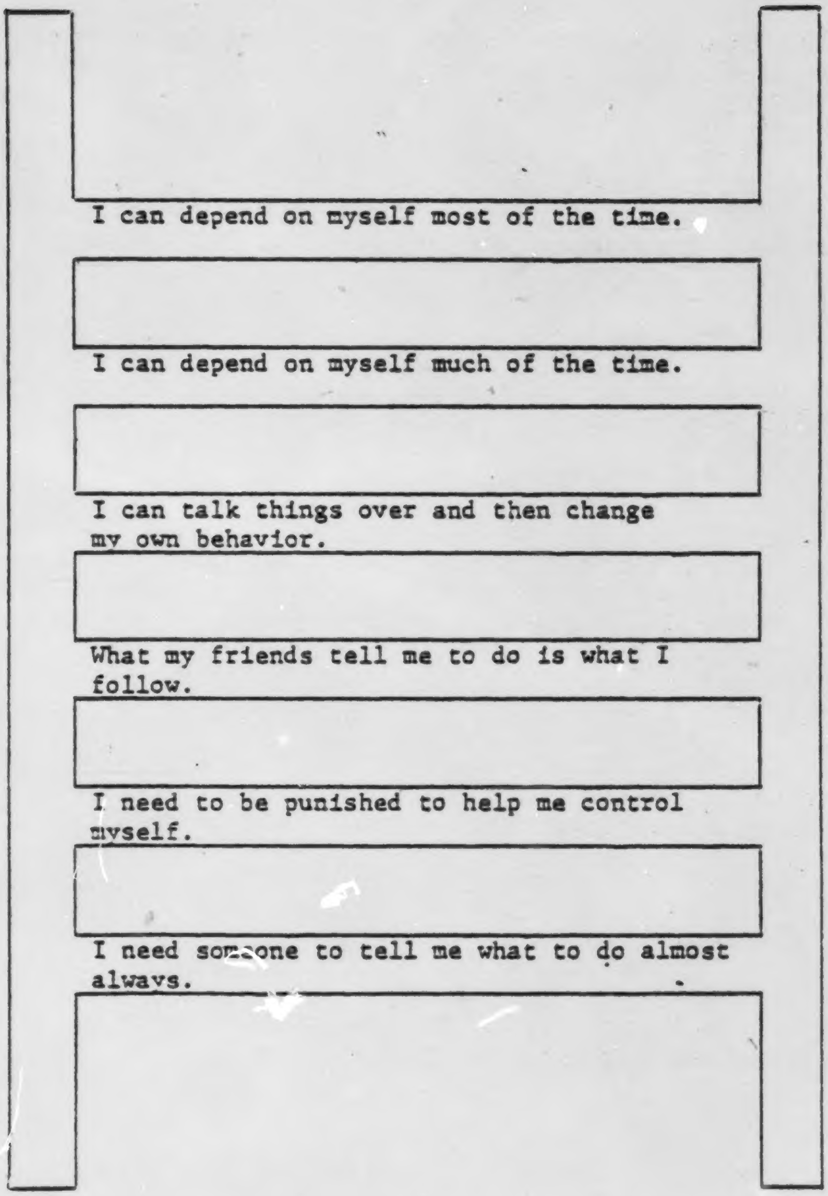
You can add other things, such as:

- --Stars or points as accumulated.
- --Address
- --Former states/cities lived in
- --Former schools
- --Favorite color, T.V. show
- --Pets


Name
Birthday
Age
Weight
What I do best
Favorite food
friend's name
fingerprint

THE LADDER OF SELF CONTROL

WHICH RUNG ARE YOU ON?



I can depend on myself most of the time.

I can depend on myself much of the time.

I can talk things over and then change my own behavior.

What my friends tell me to do is what I follow.

I need to be punished to help me control myself.

I need someone to tell me what to do almost always.

PERSONAL QUALITIES CHECKLIST

Rate yourself according to the following scale by circling the number which best describes you.

1	2	3	4	5
Very rarely true of myself	Rarely true of myself	Sometimes true of myself	Usually true of myself	Almost always true of myself

1. RESPONSIBILITY. Whenever I am given a job to do, I find out what is expected, I think about how I would want the job done if I were completely in charge, and I ask for assistance if I need it. I proceed on my own as much as possible.

   1 2 3 4 5

2. CONGENIALITY. Even though I may not feel well, may be unsure of myself, or may not like the way I am being treated, I am cheerful, even-tempered and friendly to co-workers.

   1 2 3 4 5

3. PERSISTANCE. Whenever a job takes longer than anyone expected or is harder than anticipated, I see it through to the end, even though that might mean working through the dinner hour and on into the night.

   1 2 3 4 5

4. FLEXIBILITY. Whenever things do not proceed as planned, I quickly adjust to the unexpected change, take it in stride, and carry on.

   1 2 3 4 5

5. SENSITIVITY. I am skillful in perceiving and responding to changes in the moods of people with whom I work closely.

   1 2 3 4 5

6. TACTFULNESS. In dealing with others, I am able to discover what is appropriate to do or say under most circumstances. I can meet embarrassing or upsetting situations without giving offense.

   1 2 3 4 5

7. EFFICIENCY. I am able to get things done with a minimum of time and effort.

1 2 3 4 5

8. PATIENCE. I am able to meet obstacles, delays and failures with calmness and without discontent or complaint.

1 2 3 4 5

9. SELF-CONTROL. When things go wrong, I remain composed. I keep my cool and don't fly off the handle.

1 2 3 4 5

10. HELPFULNESS. When assistance is needed, I am one of the first to volunteer. I would cheerfully help a co-worker out in a pinch — even if I knew I would not receive credit for my work.

1 2 3 4 5

11. APPEARANCE. I am careful about my appearance. I always make an effort to appear clean, tidy, well-groomed and appropriately dressed.

1 2 3 4 5

12. PUNCTUALITY. Whenever I say I will be someplace at a particular time, I am there either on time or early.

1 2 3 4 5

13. RECEPTIVITY TO CRITICISM. Whenever I receive feedback about myself or my work, whether it is positive or negative, I listen carefully, compare it to my own evaluation, and then respond as constructively as possible.

1 2 3 4 5

14. RELIABILITY. I can be counted on to do what I say I will. Others consider me trustworthy, dependable and consistent.

1 2 3 4 5

15. RESOURCEFULNESS. I am skillful in finding new ways to solve difficult problems. When necessary supplies, equipment or manpower are not available, I can make do.

1 2 3 4 5

ACTIVITY TITLE: HOW LABELS EFFECT BEHAVIOR

GRADE LEVEL: 4-12

GUIDANCE CONCEPTS: To help students realize the positive and negative effects of "labeling" people; how labels affect self-concept and behavior; and how labels can or cannot be changed.

MATERIALS: File folder adhesive stickers for labels.

---

1. Divide the class into groups of 5-6 each. Each group member is "labeled" with one of the sticky self-adhesive labels on his or her forhead. They are not allowed to see their own label, but can read others' labels.

2. Given a topic to discuss and a group concensus to reach within a short (5-10 minute) time limitation, GROUP MEMBERS ARE TO TREAT EACH OTHER DURING THE DISCUSSION ACCORDING TO THE LABELS.

   LABELS CAN BE:

   like me
   ignore me
   make fun of me
   praise me
   interrupt me
   listen to me
   admire me
   (one label is blank on purpose)

   Students may try to indicate that one label is blank. Be emphatic that ALL LABELS ARE EXACTLY WHAT THEY SHOULD BE!

3. FOLLOW UP QUESTIONS:

   -What did you think your label was? Were you able to guess?
   -Describe your feelings about the way you were treated.
   -Describe your feelings about how you had to treat others.

   -Did anyone in your group begin to act differently from normal because of the way they were treated?

   -Did you act according to the way you were treated?

   -How would it affect a person's behavior if he or she were labeled a "cheater" or a "problem child" or "friendly?"

   -How would it affect a person who got a label that wasn't true? (For instance, he he arrived at a new school and was given the label of "bully" but wasn't really.) COULD A LABEL DETERMINE OR INFLUENCE A PERSON'S BEHAVIOR OR OPINION OF HIMSELF?

(continued)

FOLLOW-UP QUESTIONS (continued)

- Can a label work to your advantage? Disadvantage? How?
- What if you had a label you didn't like. Could you change it? How? Would it be easy or hard? Why? How would you go about it?
- Do you think that teachers sometimes label students? How?
- Do students sometimes label teachers? Why? How?
- What does this tell you about taking someone's word about how someone else should be labeled without finding out for yourself?
- Several of the labels were blank. Who had those? How did you feel? How did some of the others in that group feel? What did you do?

  Is someone who comes into a school new like someone without a label? What about a new person in your group of friends? Do you have to wait until you can find something to give them a "label"?

NOTE TO TEACHER:

This activity can be "rigged" so that the outgoing or aggressive students get reverse labels and so that the passive or less respected students get very positive labels. Watch group dynamics as students struggle to react in opposite ways to their peers. Discuss.

ACTIVITY TITLE: IT BOTHERS ME WHEN....

GRADE LEVEL: K-12

GUIDANCE CONCEPTS: Cooperation, Responsibilities, Interpersonal Skills

MATERIALS: None

This discussion works best if students are comfortable and out of the classroom atmosphere of sitting in desks and in a circle on the floor, or outside. It consists of open-ended sentences about classroom atmosphere, playground or lunch room behavior. The need for individual responsibilities and cooperation can be brought in to many of the situations.

TYPICAL STATEMENTS MIGHT BE:

It bothers me when -
- someone wants to copy my work
- someone makes a lot of noise
- someone makes a mess
- someone plays too rough
- someone takes things out of my cubby

OTHER OPEN-ENDED SENTENCES MIGHT BE:

It get realy angry when....

I am happiest when....

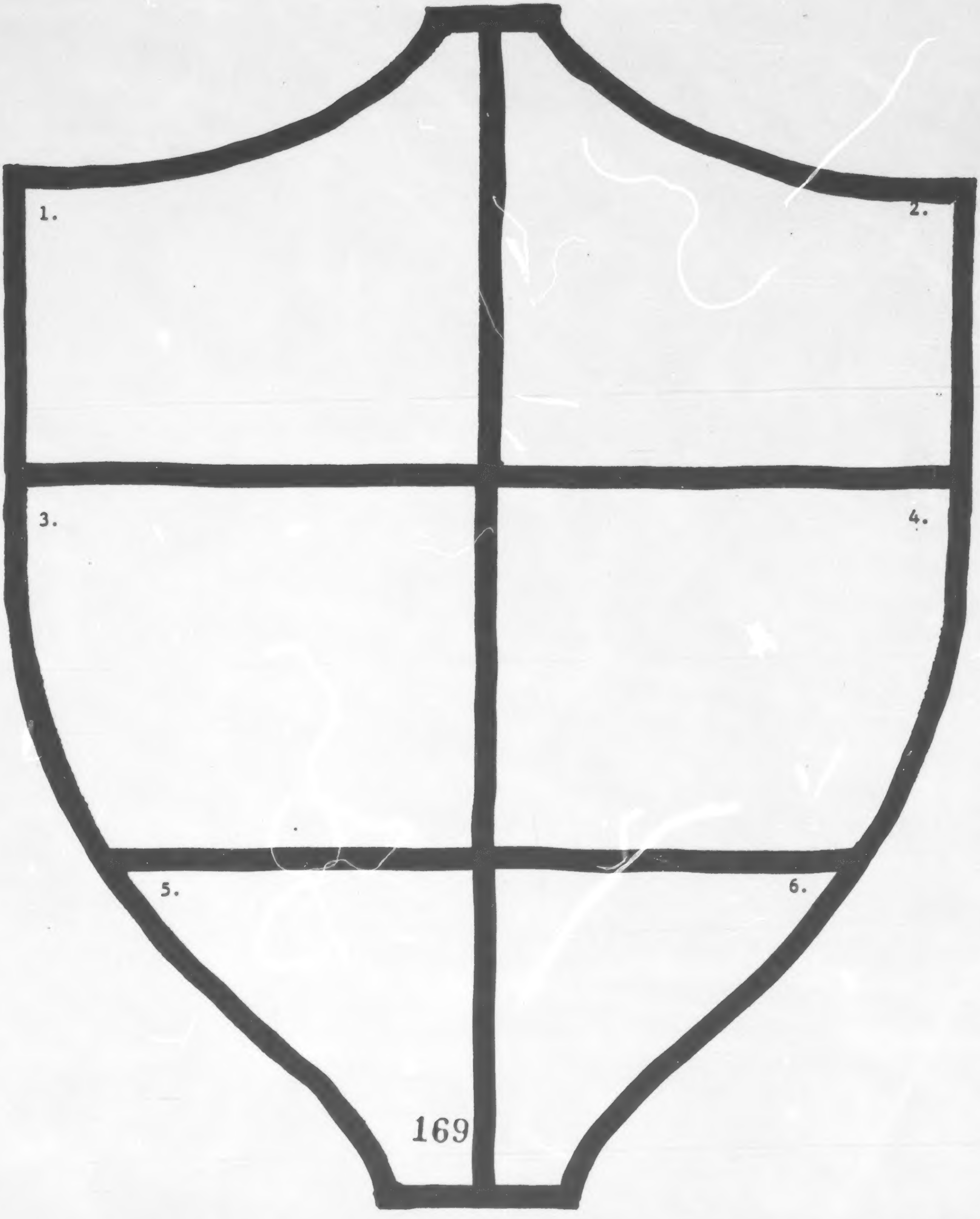
My favorite subject in school is _________ because....

Good friends are people who....

I work best when....

Pages 53 and 54 of the appendix have been removed because of copyright.

COAT OF ARMS



HOW ORANGES CAN TEACH US ABOUT THE UNIQUENESS OF EACH INDIVIDUAL.

This activity deals with the UNIQUENESS of each individual. It calls for a class that can participate in a group activity with a minimal amount of "horse-play."

Class sits on floor in a circle with a box of oranges in the center - one orange per student or per every 2 students (if students in pairs).

—Do all the oranges look pretty much alike? Can you tell one from the other as they are now?

—Each student (or pair of students) gets an orange.

—Examine it carefully. Look at all the bumps and ridges. Look where it is stamped. Does it have any scars? What shape is it - perfectly round or a little off? Discuss other features.

—Look at your neighbors. Is his/hers the same? What are some of the differenes? Encourage group sharing of similarities and differences.

—If we put them all back in the box, could you find yours again? Take a good look at it and then place it back in the box. (Mix them up good!)

—Now, as the box comes around, pick out what you think is YOUR orange. Deal with problems of possessiveness as they arise. Try and get everyones' orgnge back to them, but that is not the important thing if you can't.

—Now, peel the orange, SLOWLY. Notice how it peals, the color, texture, smell, feeling of it. Look around. Are other oranges being peeled in exactly the same way? What are some of the distinct styles of orange peeling?

—Count the sections. Take a tally and see how many each has.

—Taste your orange. Is it sweet or tart? Seeds in the sections? Slowly eat the orange.

WHILE STUDENTS ARE EATING, DICUSS CONCEPT OF PEOPLE BEING LIKE ORANGES - SOMETIMES THEY ALL LOOK ALIKE, BUT IF YOU TAKE TIME TO TAKE A CAREFUL LOOK, THEY ARE REALLY QUITE DIFFERENT, AREN'T THEY.

1. Have any of you had the experience of assuming someone was one way and they turned out to be different?
2. Do some people think that you are one way but are really different than that inside?

ACTIVITY TITLE: BROKEN SQUARES

GRADE LEVEL: K - 12

GUIDANCE CONCEPTS: Sharing & Cooperation

MATERIALS: One set of 5 squares for each small group (see back)

---

1. Discuss concepts of sharing and cooperation briefly with the groups. Very briefly.

2. Have students form groups of 5 each around a table or in a circle. Each participant is give an envelope from the "set" for that group. Envelopes are to remain closed until the signal to begin.

3. Facilitator reads these instructions:

   "Each of you has an envelope in which there are pieces of cardboard (paper) for forming squares. The task of your group is to form 5 perfect squares of equal size. The task will not be completed until each of you has a perfect square. There should be 5 squares completed in your group before you are done. ALL THE PIECES NECESSARY ARE THERE.

   There are only 2 rules for this game:
      1. There is to be no talking. None at all.
      2. You may not take a puzzle piece away from someone.

   Each square has only 3 pieces. If you think you do not have enough pieces, count all the pieces for the group. The group as a whole should have 15 pieces.

   You have finished only when everyone in the group has a square of equal size."

4. Facilitator and/or observers watch the behavior or the groups to pick out behaviors to use as discussion after all groups are done.

5. Examples of discussion questions might be:

   a) Were some people more willing to share than others?

   b) Did anyone finish and withdraw while others were still working to finish?

   c) Was there a point where the group began to cooperate more?

   d) Were the rules difficult to follow?

   e) What make cooperation difficult? Easy?

BROKEN SQUARES (continued)

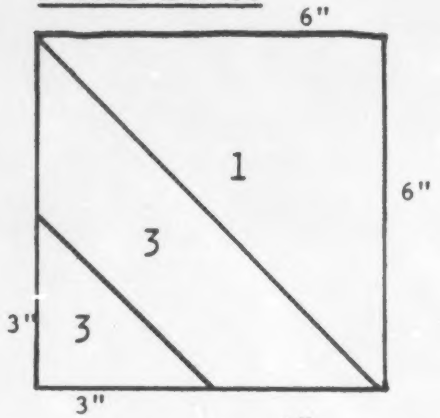
Make up sets of 5 squares for each small group of 5 members each. Put these 15 puzzle pieces into envelopes according to the number on the piece after they are cut out. Example: All the #1's will go in one envelope, all the #2's in another, etc.

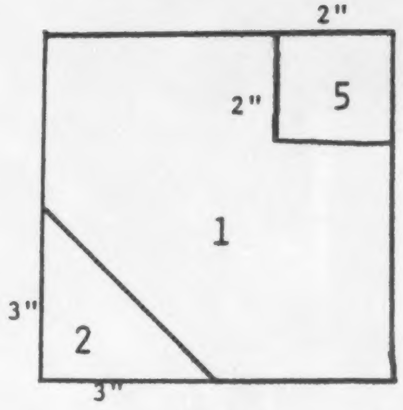
Each group member will get an envelope; the group as a whole will get 5 envelopes; 15 pieces in all.

If you have 30 students, for instance, you will need 6 sets of envelopes, 5 envelopes in each set.

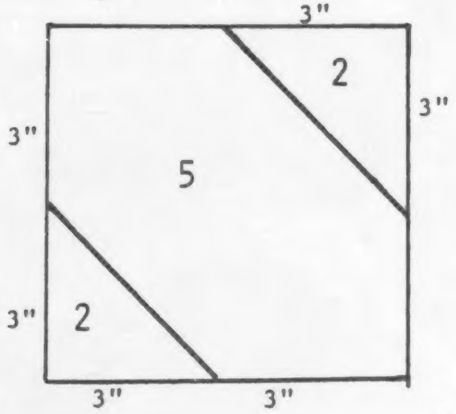
With odd numbers of students, you can make groups of 3-4 with one or more students getting 2 envelopes.

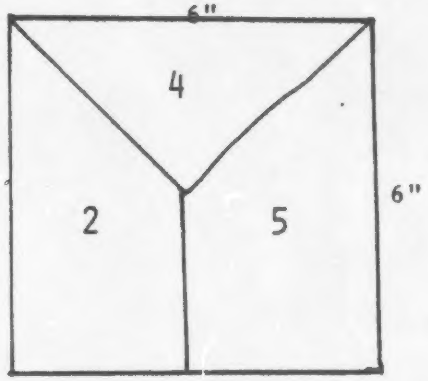
PUZZLE LAYOUT

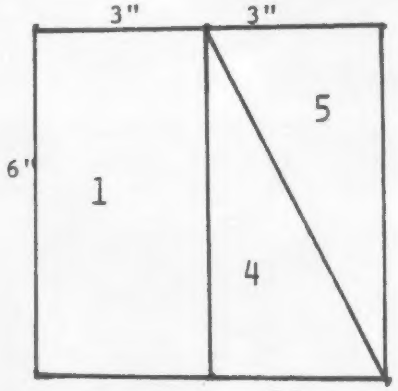




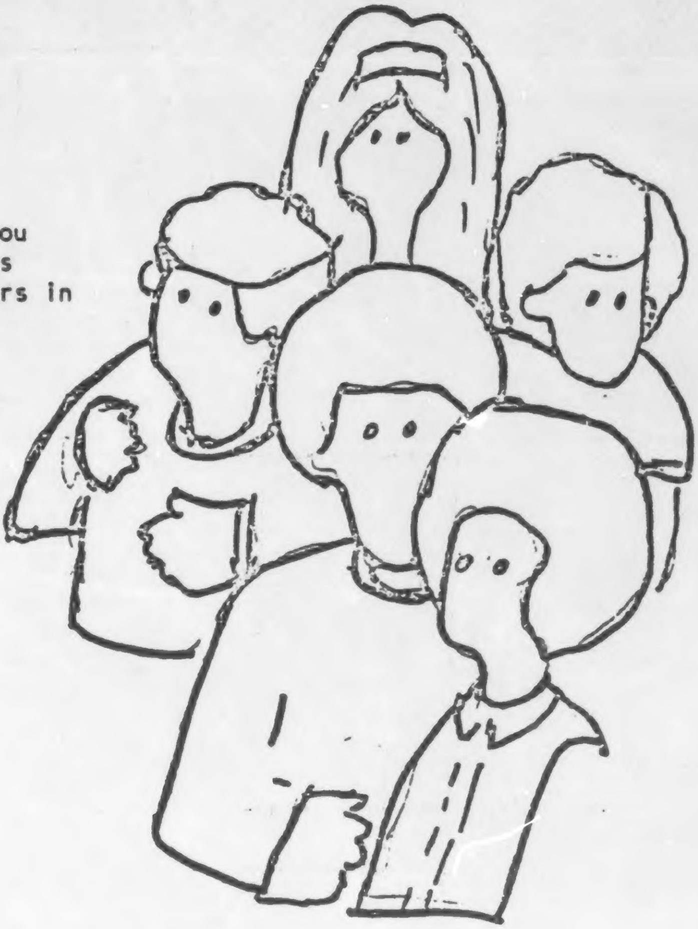
(sqaures are 6" x 6")







A JURY OF PEERS



List examples of practices which you have adopted in each of these areas because you wished to be like others in your age group:

Dress

Hair Style

Language

Pastimes

Classes

Purchases

Other Practices

PAGE 59 OF THIS DOCUMENT HAS BEEN REMOVED BECAUSE IT CONTAINED COPYRIGHTED MATERIAL.

ACTIVITY TITLE: POSTER PARTY

GRADE LEVEL: K - 6

GUIDANCE CONCEPTS: Self-Awareness, Vocabulary Building, Career Awareness, Geography

MATERIALS: Blackboard and chalk

OR

A long butcher paper roll on the wall

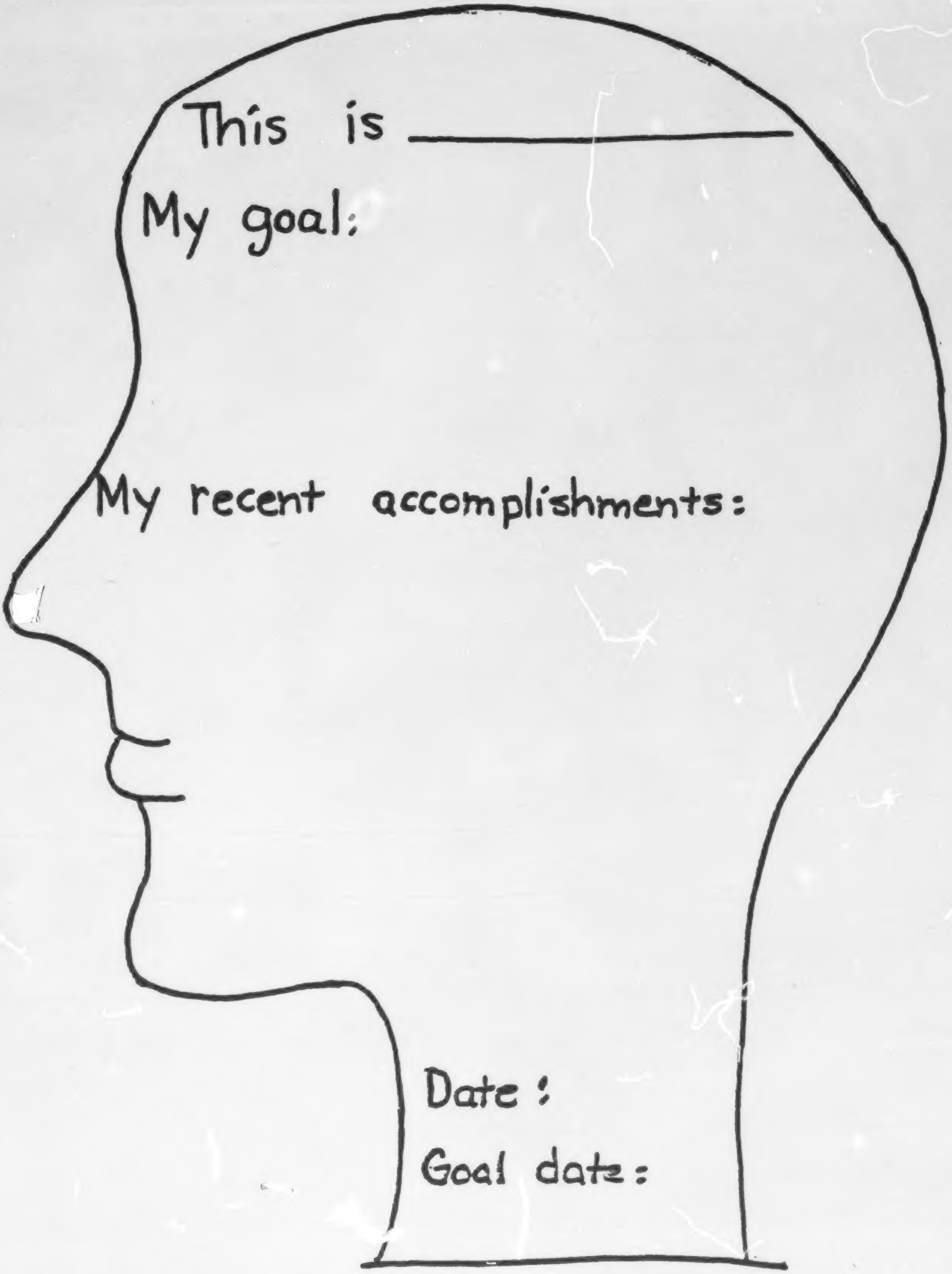
Using the format below, place letters across the top and grids for JOBS, FEELINGS & PLACES along the left margin. Students can fill in the spaces in a number of ways:

1. as graffiti
2. team competition on a rainy day
3. as a school effort in the hallway

Great for story starters (the bored baker in Boston; the corny carpenter in Cleveland, etc.).

Increases students' vocabulary skills, career awareness and geographical familiarity.

	A	B	C	D	E	F	G	H →
JOBS		baker		dog catcher				
FEELINGS		bored			eager			
PLACES	Atlanta GA.						Gettysborg	



This is ____________

My goal:

My recent accomplishments:

Date:

Goal date:

MAPPING OUT A GOAL ROUTE

GOAL = DESTINATION

My goal is to ______________________________

____

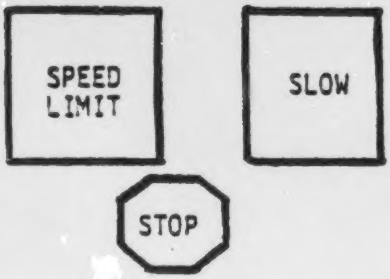
____

TRAVEL PLAN

The first step in getting to my goal (destination) is

____

____


SPEED LIMIT
SLOW
STOP

It will take me this long ______________ to reach my goal. One problem I may have in reaching my goal is ______________________________

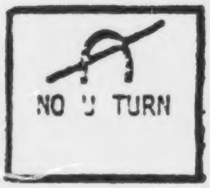
____

____

I will (will not) change my mind about reaching my goal because ______________________________

____

____



One way I can reward myself on the way to my goal is ______________________________

____

____

RECREATION AREA

ME AND MY GOALS

1. Someday I hope to accomplish ______________________________

____

2. I hope I never have to ______________________________

____

3. What I want most out of life is ______________________________

____

4. Money is ______________________________

____

5. I would like to meet people who ______________________________

____

6. I hope our country decides to ______________________________

____

7. I would like my children to be ______________________________

____

8. I would like to be remembered for ______________________________

____

9. I would like to work as ______________________________

____

1. A goal I am trying very hard to reach is ______________________

____

____

2. A goal I think everyone should have is ______________________

____

____

3. When I reach a goal, I feel ______________________

____

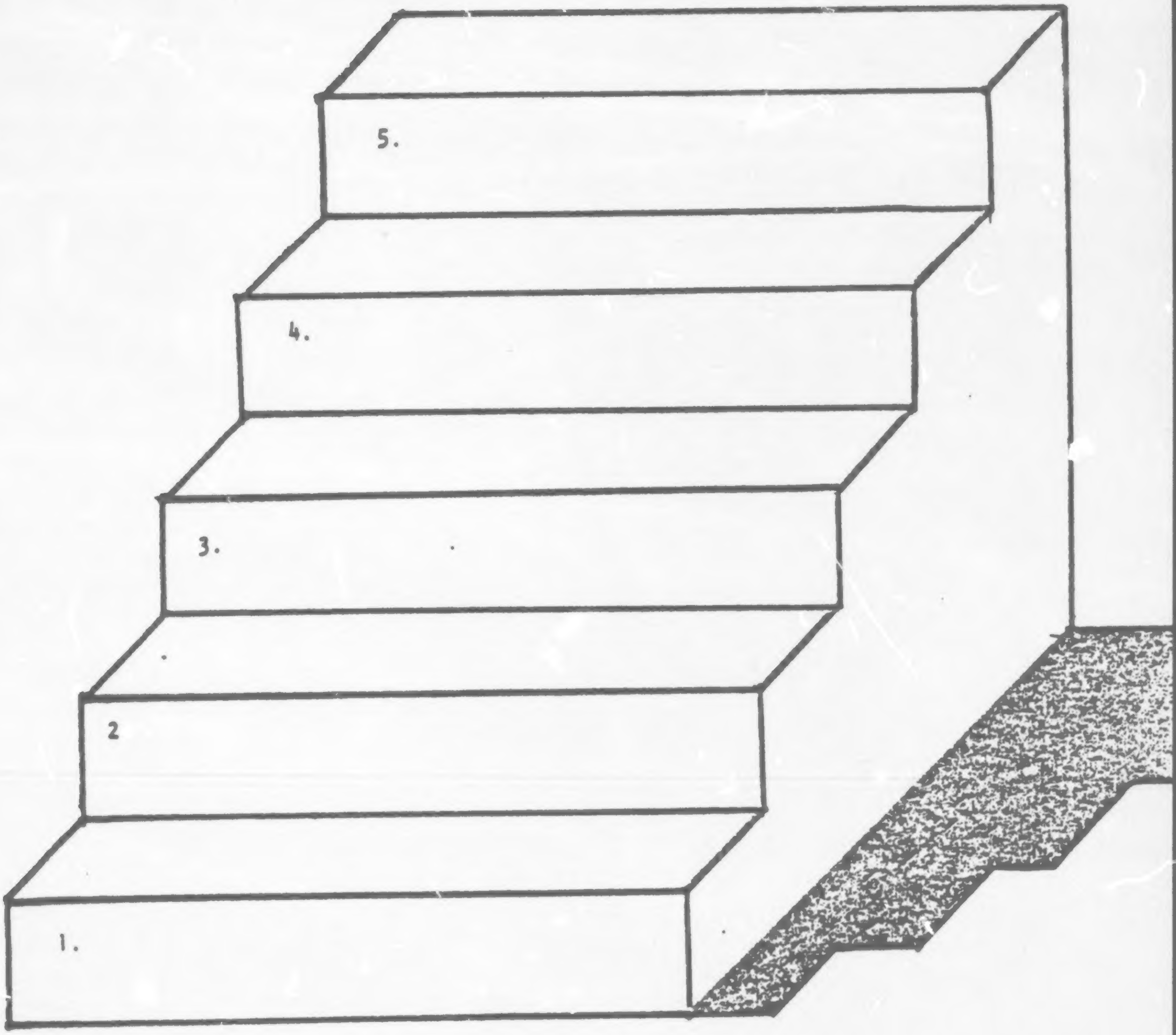
____

4. When I fail to reach a goal, what I do is ______________________

____

____

HERE TO THERE



ACTIVITY TITLE: DECIDING UPON VALUES

GRADE LEVEL: 4-12

GUIDANCE CONCEPTS: Values Clarification, Decision-making, Small group cooperation

MATERIALS:
None (if done on blackboard)
Handouts (if you duplicate worksheets)

In this activity, students are asked to evaluate and choose between various values and characteristics. It helps them get in touch with their own feelings about values and practice small group cooperation and decision-making.

1. Divide the class into groups of 5-6 each. Ask the students to imagine that they will be colonizing a new planet which is identical to earth in all ways. Each small group will be allotted a small portion of the planet upon which to begin a new civilization.

   The major role of the groups now is to decide upon which of the many values of the planet Earth they wish to pass on to their descendants on this new planet.

   The problem is that there are only 14 values, and no two groups can have the same ones. The dilemma will be solved by holding an auction and values sold to the highest bidding groups.

   Each group will be given 1,000 points to be used in purchasing the values.

2. Provide (or display) groups with lists of the values. Give groups 10-15 minutes to discuss which values they will purchase. The group has to be in full agreement before the auction begins.

3. Begin the auction in your best auctioneer's voice: "Who will give me 10 points for this value?" "Now who will give me 20?" etc.

   Go on until all the values are sold. If a group runs out of points in the middle of the auction, they are out.

4. Discuss with the class:

   - How did they come to group concensus on what values to purchase?
   - Was anyone "in charge" in the group?
   - How successful does the group feel in obtaining these values for their new civilization?
   - What do you think you have gained from this activity?

(con't.)

5. This activity could be used as a lead-in to:

   - other Values Clarification activities
   - a more involved project, like designing the perfect civilization
   - planning a new city

6. Variation: Rather than choosing values for a new civilization, students could decide on characteristics of individual members of society; characteristics the ideal friend would have; ideal characteristics vs ME; etc.

DECIDING UPON VALUES - WORKSHEET # 1

WHAT VALUES DO YOU WANT TO HAVE WITHIN YOUR CIVILIZATION ON THE NEW PLANET? IN YOUR GROUPS, RANK THEM FROM MOST IMPORTANT TO LEAST IMPORTANT. THE GROUP MUST GET TOGETHER AND AGREE ON ALL OF THEM.

_____ WEALTH
_____ EQUALITY
_____ FAMILY
_____ PROGRESS
_____ TRADITION
_____ FREEDOM
_____ LOVE
_____ HEALTH
_____ PEACE
_____ JUSTICE
_____ BEAUTY
_____ WISDOM
_____ POWER
_____ HAPPINESS

DECIDING UPON VALUES - WORKSHEET # 2

A LIST OF 20 CHARACTER TRAITS

____ Honest

____ Playful

____ Self-confident

____ Orderly

____ Aggressive

____ Courageous

____ Competative

____ Responsible

____ Curious

____ Flexible

____ Creative

____ Friendly

____ Cooperative

____ Independent

____ Caring

____ Rational

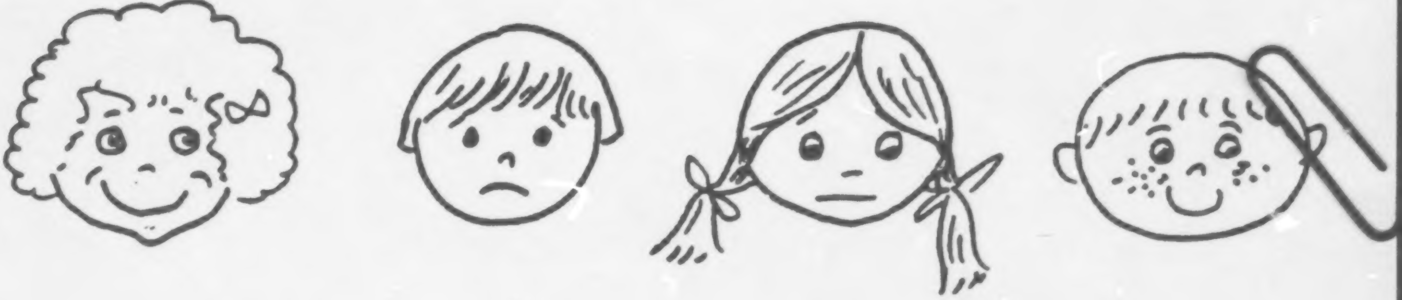
____ Openminded

____ Self-directed

____ Spontaneous

____ Loyal

Look at Me!



I am . . . .

a noisy worker ——|——|——|—— a quiet worker

a neat worker ——|——|——|—— a messy worker

able to work by myself ——|——|——|—— always asking for help

usually able to finish my work ——|——|——|—— usually can't fin my work

Mark the beginning day in red

Mark the finishing day in green

Colonial Games

SQUAT TAG

In Child Life in Colonial Days, Alice Earle cites a number of tag games played by young colonialists, one of which is SQUAT TAG. This game is still popular in Englad and the United States.

In this variation of the common "touch" tag, children can avoid being tagged by squatting whenever "It" is about to pounce. Each child is allowed only 3 squats. After that, he must depend on his running and dodging ability to escape.

This game is even more fun if the squatters must also call out a phrase to insure protection. In one area of England, the phrase is "Squashed tomatoes."

Or, squatters may call out "One," "Two," or "Three," to signify the number of squats taken. Other colorful phrases may be invented by the children.

HULL GULL

This is a game the class can play indoors, ideal for a rainy day recess.

Each child is given an equal number of "counters." In colonial times, the counters were kernels of corn and to keep the colonial flavor of the game, you may want to hand out kernels of commercial popping corn to your players.

One child is designated the Guesser. His/her classmates approach him one by one. Each player holds a certain number of his kernels in his fist, and says, "Hull Gull." The Guesser replies, "Handfull," to which the player says, "How many?"

The Guesser must then guess how many kernels his classmate has in his fist.

If the number guessed is too high, the Guesser must give the player enough kernels to make up the difference. If, on the other hand, the guess is too low, the player must give the Guesser the difference in kernels. If the guess is correct, the player must surrender his entire handful.

Players are eliminated as they run out of kernels. The winner is the student who has collected the most kernels.

This is also from Alice Earle's Home Life in Colonial Days.

Child Life in Colonial Days. Reprinted with permission of Folcroft Publications, Folcroft, PA. All rights reserved.

Home Life in Colonial Days. Reprinted with permission of Jonathan David Publications, Middle Village, N.Y. All rights reserved.

American Indian Games

FEATHER FLOAT

You will need: one large feather, one piece of chalk.

Divide the scouts into equal groups facing each other across a chalk line drawn on the floor. A large fluffie (feather) is thrown up in the air between the two groups and they all try to keep it in the air by blowing upwards. If it touches the ground on any side, it counts one point for the other side. Neither hand nor any part of the body may be used to catch the feather. The game may be ended by setting a time limit or by setting a winning total.

MEDICINE GUN

You will need: soda straws, wooden matches (burned heads), small pan.

Set pan on table, each player uses a straw and five matches (arrows). Standing five feet from pan on the table, player puts "arrows" into the straw and tries to blow them into the pan. Game may be ended by time limit or by setting a winning point total. Score five points for each arrrow in the pan. Could be a relay race with each team using a separate pan.

PUSH THE PONY

You will need: a ping-pong ball, a piece of chalk.

Scouts are divided into two teams. Two parallel lines are drawn on the floor, three feet apart. The teams lie on their stomachs facing each other across the chalk lines. A ping-pong ball is placed in the center of the neutral area. The object is for those on one team to blow, without going over their own line, the ball across the opponents line. Score one point for each success. Game may be ended by a time limit or by setting a winning total.

NOOTKA TAG

The Nootka Indians (a Northwest Coast tribe) played a game that was a combination of tag and crack-the-whip. They joined hands in a circle and ran sideways until they were running as fast as they could. When they let go of hands, those who had become dizzy and were off balance fell down and were it. These youngsters then chased the rest. Each one who was caught also became it and helped catch the others. The game ended when everybody had been caught.

AMERICAN INDIAN GAMES CONTINUED

BLACKFOOT TAG

Blackfoot Indian children played a combination of tag and crack-the-whip. 8 or 9 children would form a line, each person hanging onto the waist of the one in front. As they ran, the leader would try to swing the line so that he could turn and tag the girl at the end of the line. This last person had to keep his place in line, but he could duck and twist around to avoid being tagged. If the leader succeeded in tagging him, the girl that was tagged became the leader and the person in front of her became last in line.

NORTHWEST COAST TAG OR FISHTRAP

Fishtrap was played by Northwest coast Indian children. One player, known as the fish, was given a short head start, then the other 10 or 15 fishermen joined hands and tried to catch the fish in their net. A good way to select the fish is to draw straws, or the fish may choose someone to take his place after he has been caught.

ESKIMO BLIND-MAN'S BLUFF

Alaskan Eskimos played blind-man's bluff. One player was blindfolded and the others stood in a broad circle around him. At a given signal, all of them uttered a loud shout. After that, they kept as quiet as possible, creeping about on the ground. The first person to be captured was in turn blindfolded.

TUG-OF-WAR

Eskimo children loved to play this tug-of-war game. The two leaders locked hands while the teams lined up behind them, each with his arms grasping the person in front of him. The first team to pull the other team over a line wins.

LAUGHING GAME

Along the Northwest Coast laughing games were popular and were played by both adults and children. Laughing games were often played by two individuals. Youngsters usually formed two teams. Sometimes they lined up in two rows and stood staring at each other, their faces showing as little expression as possible. The first side to break down and smile or laugh lost the game. Or each side might choose a champion. While these two faced each other, the members of the two teams did everything they could - from making faces to shouting humerous remarks - to try to make the champion of the other side laugh. When one of the two finally changed expression or smiled or laughed he was replaced by a teammate.

MULTI-CULTURAL CLASSROOM ACTIVITIES

1) Study how different cultures celebrate children's birthdays. Celebrate each child's birthday according to cultural background or in a manner of each culture.

2) Use the culture calendar and find out how different cultures celebrate various holidays.

3) Have each student put a marker on a world map to indicate national or cultural background.

4) FOOD:

   - Find out how many different cultures have similar dishes (Ex: won ton is oriental, kroplach is Jewish, ravioli is italian.)
   - Study serving order of foods in different cultures.
   - Use yellow pages. List all the ethnic restaurants & take a field trip or invite a speaker in to visit.
   - Take "so called" American meals and trace the origins of the recipes and of the ingredients.
   - Compare caloric and nutritional value of "typical" ethnic meals.

5) Find derivations of names of each student in different languages. Use those names with the students.

6) Make a concentration card game with pictures of famous people from one or several ethnic groups. Put pictures on one card and a description of accomplishments and name on other card.

7) Make a display of pictures of famous people. Hold a contest to see how many the students can identify.

8) Draw around each student - a silhouette. Have students draw a complete costume on the figure based on their cultural background, or one they are interested in.

9) SCIENCE: Examine diet of a specific group and investigate the relationship between food, culture, environment and health.

10) ART: Study the impact and availability of the arts in different countries. Styles as they developed and were influenced.

ART (continued)

Take one kind of media and find pictures of art work from differing groups. Find similarities.

11) **SOCIAL STUDIES:**

- Study and compare ceremonies and customs for birthdays, puberty or coming of age, weddings, marriage, divorce, death, etc.
- How do life roles differ in various cultures for children, women, men, the elderly?
- What is culture shock? Investigate the impact of changing cultures by inviting speakers (foreign students?), studying immigration patterns, "lost" tribes. If you were a member of a Tasaday tribe, what adjustments would you have to make?
- Study immigration patterns. What historical events prompted people to immigrate?
- What kinds of things are considered to be especially polite or insulting within a certain group? Find out what effect this would have on behavior? on a stranger?

12) **LANGUAGE ARTS:**

- Research and write a short story based on a typical day in the life of a young person from a specific culture or country.
- Collect novels and plays that represent cultures. Read and discuss the culture in relation to the book/play.
- What is the role of women in that culture or society? Traditional. Modern. Changing patterns. If you were a young woman, how would you feel about your societal expectations?

13) **MATH:**

- Set up an international bank. Have pictures of items. Use rate of exchange to figure out how much the item would cost in different countries.
- Make up a concentration game with a country's money on one card (name and picture) and the name of the country on another.

14) Plan a trip to the country of your cultural background. Budget your money by listing plane fare, travel expenses within the country, food and hotel costs, sightseeing, etc.

15) Have students find out about their cultural background by talking to family members and about customs they still follow.

16) "Slanguage" and Expression: Make a list of slang words and expressions which were originated by different groups. This list will include current expressions, foreign words which have become part of the common vocabulary, and idiomatic phrases.

- Make cards with the slang expression on one and the meaning on the reverse side. Students could play a Flash Card type game.
- Use a magazine or famous speech and substitute words and expressions from the list. Read aloud to the class.

17) PHYSICAL EDUCATION:

Which sports are played in different countries? Which type of sports equipment is used for each? Are any of the sports becoming popular here (Ex: soccer).

18) Get foreign language records from your library or the public or university library. Listen to them in class and have students learn basic phrases in a language of their choice.

19) Have a foreign student come in and talk about their culture and teach students some phrases in their language.

20) Call travel agencies and request out of date posters on various countries.

Developed by the following specialists of the Pima County Developmental Career Guidance Project, Tucson, Arizona:

Heather Alberts
Doris Carlson
Janet Gore
Ross Sotelo

Barbara Lopez
Pat Luciano
Cathy Mendeleohn
Jean Stuart
Peggy Thomas

Jackie Migdal
Marilyn Pearce
Sallie Saltzman
Judy Terrien

TOWARDS ELIMINATING ROLE-STEREOTYPING

ROLE STEREOTYPING - the societal practice of limiting certain people to roles according to expectations and thereby, limiting potentials for full growth and development - **EFFECTS EVERYONE**.

By defining acceptable behavior for one group, it is established (by omission) for all. We hope that the following activities and resources will assist you in helping students realize full potentials without limitations on personal or career or lifestyle choices.

CLASSROOM ACTIVITIES

1) Tape a minimum of 5 radio or TV commercials which do one of the following:
   - Portray womens' delight in housework
   - Use women to see certain products
   - Suggest that women will have a "new life" if they use this product
   - Show men or women in traditional roles only

   Use for classroom discussion. For assignment, have students keep a log of products and commercials to see which ones use traditional roles and which ones break from this.

2) Go through your friendly grocery store shelves and note the names of household products. Why are such names used? To whom to they appeal? What latent message is carried? Select new names for these products. Design commercials - role play.

3) Go through record albums or listen to the radio and find current or past songs which portray women in traditional roles or women as inferior. Tape or write down the words. Discuss.

4) Analyze nursery rhymes or children's stories in class which involve only women (girls). What is the role played by each one? Now look at ones in which both boys and girls are portrayed. In what kinds of roles?

5) Make up a collage or montage on the "ideal woman" and the "ideal man" according to what society thinks. What do *you* think?

6) Make a list of 10 verbal expressions or cliches and discuss how they involve the traditional roles of women. Do the same for men.

7) Administer a questionnaire to sample peoples' attitudes on masculinity and femininity. Sampling should include a wide range of ages and occupations - try a shopping center. Compile

data and report findings to the class.

8) Name famous women and do a bulletin board on them. What characteristics did they have in common?

9) Analyze textbooks according to a) number of pictures of girls/women as opposed to boys/men; b) age categories; c) race categories; d) favorable or unfavorable depiction. Good activity for math unit on graphs.

10) When you ask for speakers, ask for women in unusual occupations.

11) Identify typically male or female careers. List reasons (if you can) why a man/woman could not do that job.

12) Use P.I.E.S. slide/tape presentation (Pictoral Interest Exploration Survey) to demonstrate men and women in unusual occupations.

13) Be continually aware of sexist roles in testbooks, filmstrips, etc., and bring them up for class discussion as they appear. Make this awareness on the part of students an everyday thing, rather than a "special issue" with you.

14) Have students name "boyish" behavior traits and "girlish" behavior traits. Discuss stereotyping - locking someone into a role.

15) If students are older, use activity on following page.

16) Discuss "equal pay for equal work," "last to hire, first to fire."

17) KINDERGARTEN: When studying the alphabet, have various careers represent letters (Astronaut, Baker, Carpenter, etc.) and not only reverse roles, but include minorities.

18) Make a collage of women in non-traditional occupations and of men in non-traditional occupations.

19) As you are reading stories to the class, switch the traditional roles (father stays home, mother is breadwinner) and discuss with the students. Do not tell them you are switching them and note reactions.

Activities developed by Flowing Wells teachers at a Career Education Workshop, February, 1977.

FOR YOUR INFORMATION. . . .

CONTACT DEBBIE DILLON AT THE STATE DEPARTMENT OF EDUCATION IF YOU ARE INTERESTED IN FINDING OUT MORE ABOUT THIS TOPIC. MS. DILLON IS FORMING A RESOURCE CENTER NOT ONLY OF MATERIALS AND INFORMATION, BUT OF PEOPLE AROUND THE STATE WHO ARE INTERESTED AND QUALIFIED TO WORK ON AN INDIVIDUAL BASIS OR WITH GROUPS IN WORKSHOPS ON METHODS AND MATERIALS FOR ELIMINATING ROLE STEREOTYPING IN THE PUBLIC SCHOOLS.

RESOURCES FOR YOU

- Biased Textbooks: A Research Perspective. L. Weitzman and D. Rizzo. Action steps that you can take and use in the classroom.
- Images of Males and Females in Elementary School Textbooks. A slide/tape program excellent for personal awareness or group workshops. By above authors. Available through U. of A. and A.S.U.
- Non-Sexist Education for Young Children. Barbara Spring.
- Sexism in Education. Emma Willard Task Force on Education, Milwaukee, Wisc.
- Sexism in School and Society. Frazier and Sadker, 1973.
- Berkeley Chapter of Women in Higher Education has excellent survey and research information as well as classroom activities. Write Berkeley Unified School District, 1720 Oregon St., Berkeley, CA.
- Contact your local Women's Commission, Affirmative Action Coalition or Women's Counseling Centers.
- "41 Ways to Teach About Sex-Role Stereotyping," by Pauline Gough, College of Education, Career Education Project, U. of A., Tucson, Az. C/O: Dr. Betty Newlon

- **PLACES TO WRITE FOR FREE CATALOGS OF FREE BOOKS:**

  1. Jack & Jill, B. B. Zimmerman, P.O. Box 405
     Livermore, CA. 94550
  2. Lollipop Power, Inc. P. O. Box 1171, Chapel
     Hill, N. C. 27514
  3. The Feminist Press, Box 334, Westbury, Long
     Island, N.Y.
  4. The Silenced Majority, Media Press, 60 Riverside
     Drive, 11D, New York, N.Y.
  5. Women's Action Alliance, 370 Lexington Ave.,
     Room 313, New York, N.Y. 10017

- **WOMEN IN TRANSITION**. A bibliographic bulletin which contains a complete listing of all materials available on women at the University of Arizona, but will be valuable as a reference for materials regarding women in SPORTS, EDUCATION, RELIGION, EDUCATION, ARTS & SCIENCES, PHILOSOPHY, SUFFRAGE MOVEMENT, AND ANY OTHER TOPICS YOU CAN THINK OF. Indexed. January, 1976.

- **FREE TO BE, YOU AND ME**. Film series and workbooks (Yes, you can use one without the other) by Marlo Thomas.

- **RESOURCE CENTER ON SEX-ROLE STEREOTYPING IN EDUCATION.** Room 701, 10201 16th Street, N.W., Washington, D.C. 20036. An excellent resource of materials and information.

WHAT KIND OF PERSON ARE YOU ?

THESE ARE ALL GOOD CHARACTERISTICS. CHECK ALL THAT APPLY TO YOU. LEAVE BLANK THOSE THAT DO NOT. DO NOT TURN OVER YOUR PAPER UNTIL YOU ARE DONE.

1. ARE YOU ATHLETIC AND ENJOY SPORTS SUCH AS SOFTBALL, BASEBALL, TENNIS, GYMNASTICS, SWIMMING, ETC.?
2. DO YOU ENJOY CARING FOR A SMALL CHILD OR A PET?
3. DO YOU ENJOY TRYING TO BE THE BEST AT THINGS YOU LIKE TO DO?
4. AT TIMES, DO YOU LIKE TO LOOK EXTRA NICE FOR OTHERS?
5. DO YOU SAY WHAT YOU THINK EVEN WHEN OTHERS DON'T (OR MIGHT NOT) AGREE?
6. WHEN SOMEONE IS HURT OR SAD, DO YOU OFTEN FEEL THE SAME?
7. DO YOU LIKE TO DO THINGS BY YOURSELF IN YOUR OWN WAY AT TIMES?
8. DO YOU TRY TO HELP OTHERS?
9. DO YOU WORK HARD TO GET SOMETHING YOU WANT?
10. ARE YOU GENTLE?
11. DO YOU FIGHT BACK WITH YOU KNOW YOU ARE RIGHT?
12. IF YOU DON'T KNOW WHAT WILL HAPPEN, DO YOU LIKE SOMEONE ELSE TO GO FIRST?

(fold page under along this line when doing exercise)

LOOK CLOSELY AT THE ONES THAT YOU CHECKED. IF YOU CHECKED ODD NUMBERS (1-3-5-7-9-11), YOU HAVE SOME CHARACTERISTICS PEOPLE CONSIDER TO BE MASCULINE. IF YOU CHECKED EVEN NUMBERS (2-4-6-8-10-12), YOU HAVE SOME CHARACTERISTICS PEOPLE CONSIDER TO BE FEMININE.

WOULD YOU LIKE SOMEONE WHO HAD ONLY MASCULINE OR FEMININE TRAITS? IT'S BEST TO BE A MIXTURE, DON'T YOU AGREE? AFTER ALL, THEY ARE ALL PEOPLE TRAITS.

REAL ESTATE UNIT

1. **CAREER GOAL STATEMENT:** To be aware that different careers require the use of different tools. (605) To recognize that many occupations relate to one another and that in each occupation there are avenues for growth and development. (311)

2. **PERFORMANCE OBJECTIVE:** The students will become aware of the skills necessary for the performance of occupations relating to real estate.

3. **DESCRIPTION OF UNIT:** Grades 3 - 6, Hands-On Kit for Real Estate professions

4. **ACTIVITY:**

   a. Teacher Activities:
      1) Assemble the following items:
         - -Lot Plans
         - -House Plans
         - -Classified Ads
         - -Multiple Listings
         - -"Home" magazines
      2) Make the "House Hunt" game
      3) Arrange field trip to real estate office, development, real estate school, open house

   b. Learner Activities:
      1) Manipulate and name the items in kit
      2) Do the activities on the following page

5. **ENRICHMENT:** None

6. **RESOURCES FOR TEACHERS:** Career World Magazine, Resource Speakers

7. **MEDIA NEEDED:** See above

8. **EVALUATION:** The students will be able to name five skills required by a person working in real estate. The students will be able to name the items and give brief descriptions of their use.

REAL ESTATE UNIT ACTIVITIES

1. Make a checklist of what to look for in a house using the multiple listings, newspapers, or a real estate sales person.

2. Students use newspaper ads to find a house to "buy." They clip out the ad, paste it on a sheet of paper, and write a paragraph telling why they would buy it.

3. Write an ad to sell a house.

4. Go through the steps in getting a real estate license (training, exams, companies, types of real estate to sell, etc.).

5. Role play. Find out what the client wants, make a sketch and description using the multiple listings as a format, role play selling the house.

6. Have the teacher (or half of the class) be a buyer. The rest of the class acts as real estate salespersons. The buyer describes what type of house is needed, the salespersons hunt through the actual listings in kit to find houses.

7. Discuss and explain terms associated with real estate.

8. Go to an open house, tour the house with a small group of students, ask salesperson questions about features, sales arrangements, etc.

9. Discuss lifestyle and types of housing (homes, apartments, duplex, to rent or to buy, etc.).

10. Discuss all related jobs (escrow officers, bankers, appraisers, lawyers, etc.).

11. Play the "HOUSE HUNT" card game. See instruction on following page.

12. Use lot plans and development brochures. Students make up a name for a new development, draw a map of the lots, sketch the houses, compute costs, and advertise the good selling points.

HOUSE HUNT GAME

RATIONALE: This game is designed to simulate the way in which real estate sales people work. Their work involves the matching of people, their wants, their lifestyle, and their income level to available property. The salesperson's judgement and skill in combining these factors in a logical way is emphasized in the game.

75 CARDS 15 Blank cards

FAMILY (2each)

- Single person
- Couple
- Couple/parent with two children
- Couple/parent with six children
- Couple/parent with twelve children
- Extended family (4 adults, 2 children)
- Extended family (4 adults, 6 children)

LOCATION(2 each)

- Downtown
- Suburban ranch
- Foothills
- Inner city
- Mountains
- Wilderness
- Ghetto/Barrio
- Commercial (home plus store)

INCOME (2each)

- $0-6,000 yearly
- 7,000-10,000
- 11,000-15,000
- 16,000-20,000
- 21,000-25,000
- 26,000-30,000
- over 30,000

HOUSING(2 each)

- FHArepossession
- Ranch house
- Bilevel home
- Mansion
- Old house
- Duplex
- Condominium
- House and guest house
- Cabin
- Apartment
- Townhouse
- Single family home
- Restored home
- Mobile home
- "As is" house

RULES:

1. Game may be played with up to six players.
2. Shuffle the cards

3. Deal four cards to each player, remaining cards are put face down in a pile.
4. First player DISCARDS a card, then PICKS a card from the pile.
5. Game continues with each player discarding and choosing a new card.
6. Object of the game: The object of the game is to assemble four cards, one from each category, that make sense (for example: FAMILY: Couple LOCATION: Foothills INCOME: 7,000-10,000 HOUSING: Single family home) The other players act as the judges of whether the combination is a logical one.
7. The winner of the game (first to match the four cards) is named "Real Estate Person of the Month".

Sources of Maps

United States Government Maps

Information on the availability of all published maps of the U.S. federal government may be directed to:

Map Information Office
U.S. Geological Survey
Washington, D.C. 20242

This agency acts as a central clearing house for map and aerial photography information on the United States. Index maps available free on request:

(1) Status of Topographic Mapping in the United States
(2) Status of Geologic Mapping in the United States
(3) Status of Geologic Mapping in Alaska
(4) Status of Horizontal Control in the U. S. (triangulation surveys)
(5) Status of Vertical Control in the U. S. (routes of level lines)
(6) Index to Topographic Maps of the U. S., 1:250,000
(7) Index to Topographic Maps of the U. S., 1:1,000,000
(8) Index maps of each of the 52 states, and Puerto Rico and the Virgin Islands, showing the areas covered by topographic and planimetric maps
(9) Status of Geological Mapping in the U. S. Territories, Possessions

Here are some of the major federal government mapping agencies, their products, and information on how to obtain their maps:

AERONAUTICAL CHART AND INFORMATION CENTER (ACIC), Second and Arsenal, St. Louis, Missouri. More than 30 types of air charts of mainly foreign areas are prepared. One of their best known series is the World Aeronautical Chart (WAC series) which covers the entire world at the scale of 1:1,000,000. ACIC charts of U.S. areas are distributed through the Coast and Geodetic Survey (address below) and some of their charts are sold by the Superintendent of Documents (address above). In the latter type, for example, is a set of five moon charts made in 1965 from Ranger VII photography which sells for $3.00 a set. Many of the products of this agency simply are maps of other agencies (such as Army Map Service) simplified and over printed with aeronautical information and, as a result, are of limited value in geographic work. The Departmental collection contains numerous samples, expecially in the 1:1,000,000 WAC series. ACIC publishes detailed index maps of all their series and while many of their products are for air force consumption alone, they are generally quite willing to send upon request samples of their charts to geography instructors and other users.

ARMY MAP SERVICE (AMS), 6500 Brooks Lane, Washington, D.C., 20315. Topographic and military maps of foreign areas and maps of strategic areas in the United States. AMS maps of United States

Areas released to the public are distributed through the U. S. Geological Survey (address below). Some maps of foreign areas--mostly at scales of 1:250,000 or smaller--are sold by the AMS Distribution Office in Washington (lists and prices upon request). About 150 sheets in Asia and Australia at the scale 1:1,000,000, some of which are sheets of the International Map of the World at the Millionth Scale, sell for $1.00 each. The Army Map Service maintains college depository libraries throughout the United States to which they send copies of all AMS maps released to the general public. Our Department's Map Collection is one of these depositories and it contains somewhere near 50,000 different sheets provided by the AMS since World War II. One of their most useful series is at the scale L:250,000. In the last few years we have received several thousand new sheets in this series covering sections of Europe, Africa, and Asia; released sheets in this series are marketed through the AMS Distribution Office.

BUREAU OF THE CENSUS, U. S. Department of Commerce. Suitland, Maryland and Jeffersonville, Indiana. Census tract maps and a wide variety of speciality maps based upon population statistics and on censuses of agriculture, manufacturing, etc. A series of large sheet maps--six published so far--depicts information from the population census of 1960. There are 50¢ each and available from the Superintendent of Public Documents (address above).

BUREAU OF LAND MANAGEMENT, U. S. Department of the Interior, Washington, D. C. 20240. Plates of public land surveys and resurveys for various purposes and at various prices.. Maps are available from the Bureau offices in the states or from the Director at the Washington office.

COAST AND GEODETIC SURVEY (C&GS),U.S. Department of Commerce, Washington, D. C. 20230. Nautical and aeronautical charts of the United States and its possessions. Complete catalogues usually cost 50¢ to $1.00 each depending upon scale, size, and area; aeronautical sectional charts at the scale 1:5000,000 are 30¢ each. Copies of C&GS charts may be purchased from Bureau offices and authorized agents in the United States or from the Director in Washington. The geographer only occasionally finds C&GS charts of use; selected charts can be examined in the Departmental collection.

FOREST SERVICE, U. S. Department of Agriculture, Washington, D. C. Detailed topographic, cadastral, and fire protection maps of national forests and wilderness areas. Service will provide listings of available maps.

GEOLOGICAL SURVEY (USGS), U. S. Department of the Interior, Washington D.C. 20242 (also in Arlington, Va.; Rolla, Mo.; Denver, Colo.; Menlo Park, Calif.). Major U. S. civilian map producer for maps of the United States and its possessions on a variety of purposes. Included are their general topographic quadrangles of 7 1/2' (1:24,000 and 1:31,680), 15' (1:62,500) and 30' (1:125,000)--price 30¢ each--which cover large parts of the United States. Other USGS topographic maps of note include the 1:250,000 series (over 400 sheets so far) at 50¢ each (excellent as road maps in traveling); national park maps at various scales (over 60 sheets) at various prices; 1:1,000,000 International Map of the World (over 30 sheets) at $1.00 each; metropolitan area topographic maps, 1:24,000 and 1:31,680, at various prices; United States and state base and topographic maps, various scales and prices.

U. S. State Government Mapping Agencies

State mapping agencies exist in every state and often can be discovered by examining state government literature. Some of the state agencies often issuing maps: geological surveys; planning commissions; conservation commissions; fish and game commissions; zoning boards; drainage districts; reclamation commissions; engineers; highway departments; soil conservation districts; tourist commissions. As part of the continuing cooperative federal-state highway planning program, highway departments in most states (including Indiana) issue county highway maps. Most states either through their highway department or other agencies catering to tourists produce an official state road map, free for the asking. Various county and city agencies or departments also issue maps or have pertinent local maps available from which copies may be made, when needed. Most cities of 10,000 population or more have a chamber of commerce from which city maps may be obtained. In Indiana, the Indiana Geological Survey (Department of Conservation) in Bloomington and the Department of Conservation and the State Highway Department in Indianapolis are important map producers.

Society Maps

In the United States two geographical societies, one a commercial and the other a professional regularly issue a number of useful maps.

National Geographic Society publishes a series of political maps covering all sections of the world. Some four to six new maps are issued annually, free to subscribers of the magazine. Current maps are part of an atlas folio (cover available). These maps are good general reference maps and contain an enormous wealth of obscure place names often not found on maps of such relatively small scale; they are not, however, very good in terms of topographic information. Reasonably priced, the purchaser does not have to be a magazine subscriber to order National Geographic maps. Prices: Atlas series maps (about 45 issued) at 50¢ each; wall maps (over 50 issued) in paper at $1.00 each and in fabric at $2.00 each. The Society also has various globes and other maps for sale including two large maps of the world, one political and the other physical, each 12 1/2 feet by 8 1/2 feet (four sheets each) priced at $85.00 each. Write the Society for the latest price lists and samples of their products:

National Geographic Society
17th and M. Streets, N.W.
Washington, D. C. 20036

American Geographical Society publishes a number of good quality small scale relief maps. These include the International Map of the World, 1:1,000,000, a complete coverage of Latin America (107 sheets) at $2.50 each; a general Political-Physical Reference Map Series of the World, 1: 5,000,000, in 18 sheets (14 completed by 1965) of the Americas (5 sheets), Europe (1 sheet), Africa (3 sheets), Asia (5 sheets), Australasia (3 sheets) and Antarctica (1 sheet) at $4.00 each; and others of the United States, World, and the World Distribution of Diseases (17 sheets of the last at $1.25 each). Write for indexes and price lists:

American Geographical Society
Broadway at 156th St.
New York, NY 10032

Toy Truck Factory

activity is designed to assist students in relating to an assembly line production vs the individual assembly of an object. Complete directions are included in the sketches on the following pages.

Other materials, such as lumber, tacks, wheels, etc. have been purchased in the past from school funds. It takes about $25.00 worth of materials.

MATERIALS NEEDED PER TRUCK:

4½ x 2 x 3/4 precut wood block (pine prefered) for body
1 1/8 x 2 x 3/4 wood block for cab
red-headed thumb tacks (back lights)
white-headed thumb tacks (head lights)
3/4 " faucet washer (wheels)
½ x ½ upholstery tacks (to hold on wheels)
paint (optional)

TOOLS NEEDED:

Small mallets
Large mallets
C-clamps (to hold truck for wheels)
Pencils
Glue (Elmer's or Rubber Cement)

SUGGESTED FORMAT FOR LESSON:

1. Some discussion and exploration into the factory system. Assembly lines, etc. Perhaps a visit to a factory to watch workers at stations.

2. Posters (also available with jigs) showing the various steps in the process. Could be made into a worksheet also whereby students place the steps of the process in the order that is most logical, i.e. it is easier to put the cab on after the lines have been drawn showing where it goes, etc.

3. Students can choose stations in the "factory" or draw lots from a hopper and rotate.

4. Let students experience some problems and work out the solutions. Stop the factory at appropriate times to discuss some problems they may be having in getting along with other "workers."

5. Workers might include:

   - --Markers (draw on pencil lines)
   - --Gluers
   - --Wheelers
   - --Head (& Tail) Light Installers
   - --Painters (optional)
   - --Inspectors
   - --Foreman
   - --Finishers (put on windshield lines)

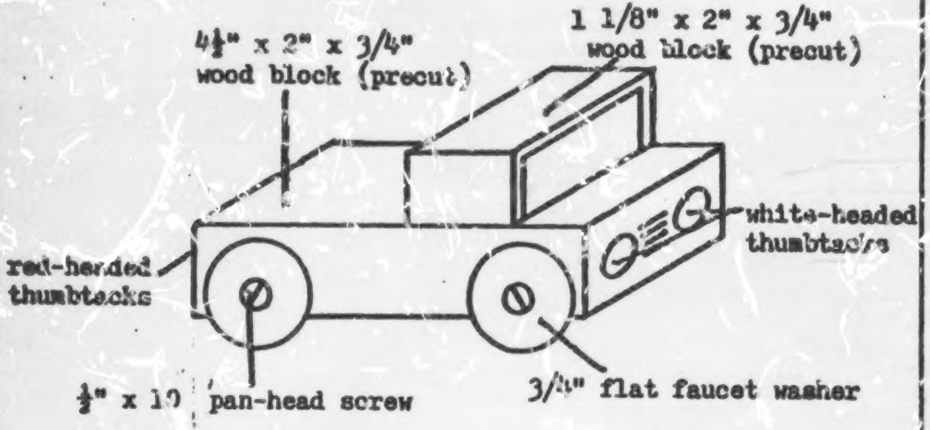
SUGGESTED GUIDANCE ACTIVITIES

SRA FOCUS KIT STAGE I:	"The Importance of Cooperation" "Sharing" "The Problem Solving Process"
SRA FOCUS KIT STAGE II:	"Responsibility" "Respect" "Competition & Cooperation"
SRA FOCUS KIT STAGE III:	"Problem Solving" "Responsibility" "Groups" "Rights" "Conflict"
G.A. FIRST THINGS KIT:	"YOU GOT MAD: ARE YOU GLAD"
DUSO KIT I —	Unit III: Understanding Others Unit IV: Understanding Independence Unit VIII: Understanding Choices and Concequences
DOSU KIT II —	Unit II: Toward Friendship: Understanding Peers Unit III: Understanding Growth from Self-Centeredness to Social Interest Unit IV: Self Reliance & Responsibility

Developed by Mr. Bradley Schwan, Career Education Specialist, Tri-County Career Education Project, Eastern Arizona College, Thatcher, Az. (85552)

DIRECTIONS FOR TOY TRUCK

TOY TRUCK

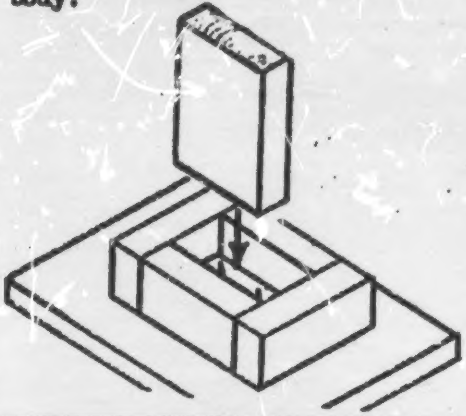

4½" x 2" x 3/4"
wood block (precut)
1 1/8" x 2" x 3/4"
wood block (precut)
white-headed
thumbtacks
red-headed
thumbtacks
½" x 10 pan-head screw
3/4" flat faucet washer

The actual assembly of the toy truck can be easily accomplished if these directions are followed carefully. Plans are provided for making some simple fixtures which will aid in the assembly.

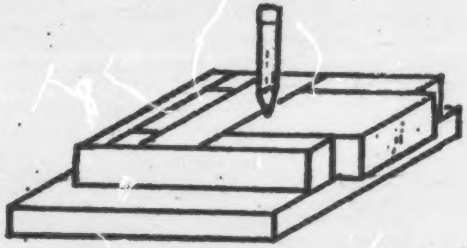
Tools:

- Small Mallets
- Large Screwdrivers
- C-Clamps
- Parallel Clamps

1) Locate front and rear light positions.
Insert one end of truck body in Fixture #1 and tap the opposite end lightly with a small mallet. Repeat this procedure for both ends of the truck body.

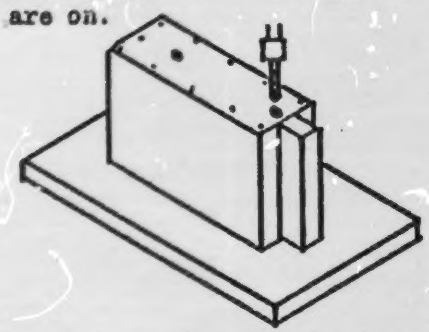


2) Locate where cab is to be attached to truck body.
Insert truck body in Fixture #2. With a pencil draw two cab location lines along the two edges that are perpendicular to the length of the truck body. The surface of the truck body with the two lines is the top of the truck body.

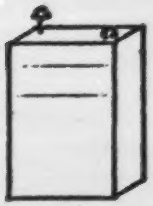


CAREER EXPLORATION FOR CHILDREN

3) Drill holes to attach wheels to truck body.
Insert truck body in Fixture #3. Drill two 1/8" holes approximately ½" deep. Remove body from Fixture and insert it again with the opposite side facing up and repeat drilling procedure. Make sure the top of the truck body is facing in the same direction when drilling both sides. The top of the truck body is the surface which the cab location lines are on.

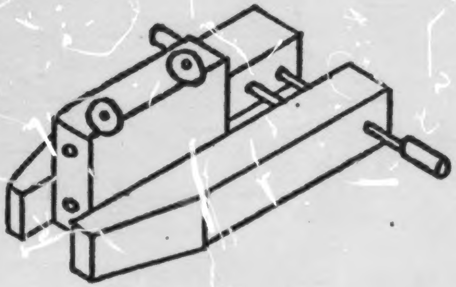


4) Attach front and rear lights.
Make sure the front lights are being put on front and the rear lights on the rear. The front of the body is the end the cab location lines are closer to:

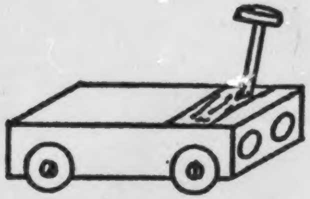


B.

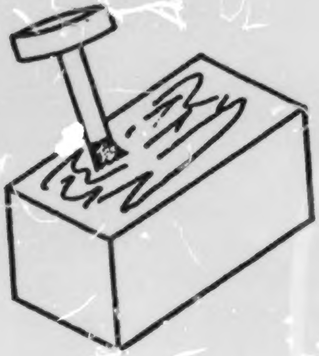
5) Attach wheels to toy truck body.
Clamp toy truck body in parellel clamp. This will keep it from toppling over when attaching the wheels. When the wheels are attached to one side the truck body and clamp can be turned over as a single unit and wheels attached to the opposite side.



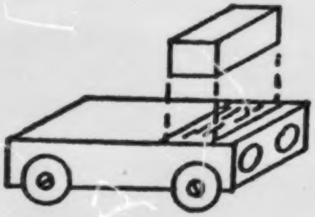
6) Apply contact cement to truck body between cab location lines. Allow ten minutes to dry.



7) Apply contact cement to bottom of cab. Allow cement to dry ten (10) minutes.

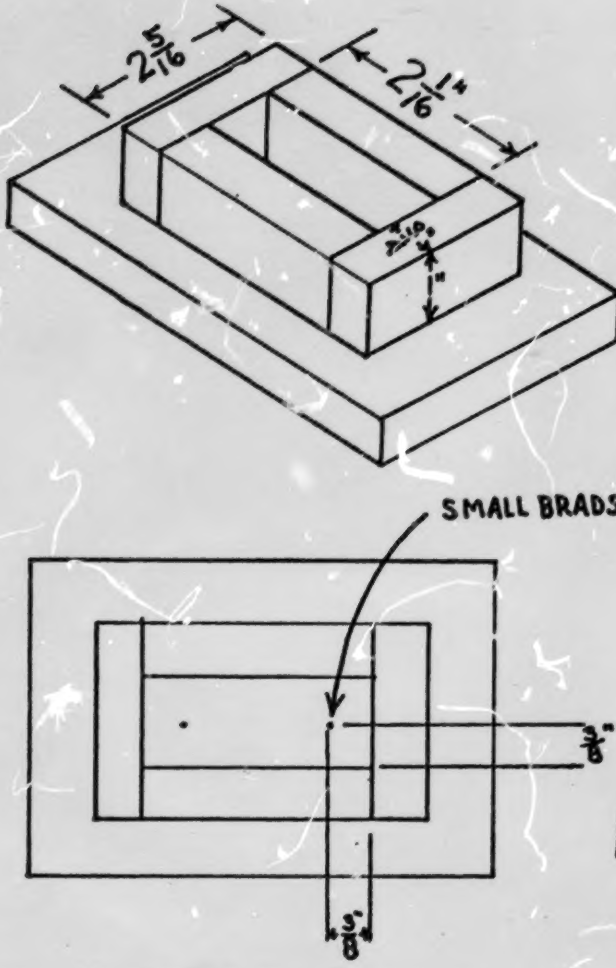


8) Attach truck cab to truck body.
After both glued surfaces have dried, place cab in its proper place on the truck body.
Press the two glued surfaces firmly together.

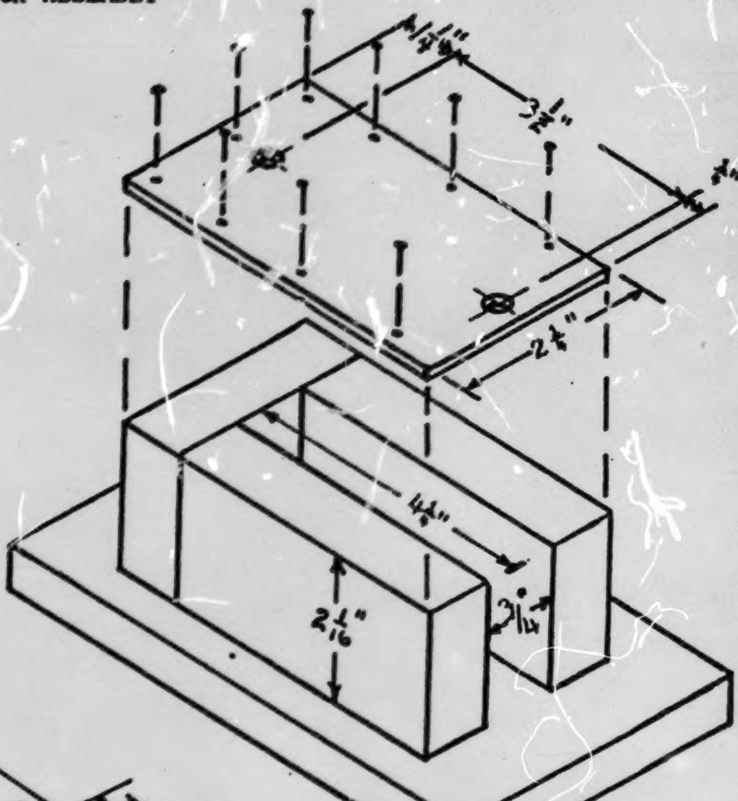


CAREER EXPLORATION FOR CHILDREN

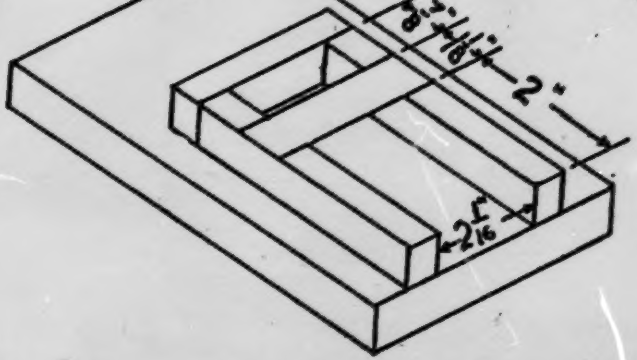
FIXTURES FOR TOY TRUCK ASSEMBLY


2 5/16
2 1/16
1"
SMALL BRADS
3/8"
3/8"

FIXTURE #1


1/4"
3 1/2"
1/4"
2 1/4"
4 1/4"
2 1/16"
3/16"

FIXTURE #3



D.

FIXTURE #2

Ambitious Ideas:

CAREER BULLETIN BOARD: Begin a permanent bulletin board of all the careers discussed in the class throughout the year. Include field trip observations, speakers, parents' jobs, jobs in texts, related to subject areas, etc. You could include pictures of people at work, tools, description of the job or the subject area it relates to. Make it a student project to see how many different ones can be found.

START A CLASS GUEST BOOK: Have students devote a page or two to each speaker during the year, including, if possible, a picture of the speaker, his signature, occupation and a brief summary of the information presented.

CLASS YEAR BOOK: Begin it in the first weeks of the year and include class trips, speakers, information about each student, school events, class prizes, etc.

SPEAKER OF THE WEEK: Tie in curriculum areas with careers and have the students decide upon which speakers they would like to hear in one special period each week. Students will develop a sense of responsibility, good listening (and recording) skills, interview techniques and finding relationships between school and "the real world."

Examples: Math - "Who uses math skills on the job?" Plumbers, carpenters, cashiers, insurance salesmen, interior decorators, landscape architects...

English/Language Arts - "Who uses reading, writing and good grammar as a part of their job?" Politicians, librarians, TV/radio announcers, travel agents, authors, lawyers....

Science - "What kinds of careers use science skills?" Electricians, dental technicians, chemists, nurses, laboratory researchers (and assistants)...

JOBS OF THE MONTH: Pick a different cluster or job family (Communication, Recreation, Transportation, etc.) each month and have students do a bulletin board on all the jobs they can find in it from magazines, newspapers, books, Career Education media or materials, etc. Have a few student-selected speakers in to further enlighten the class. Relate curriculum areas and skills to various jobs.

WHAT'S MY LINE?: Students can research a variety of careers in small groups and each group can role-play these careers to a panel consisting of members of another small group on a "What's My Line?" game format. Stimulates interest in careers, builds library skills and is an alternative method for integrating knowledge of careers with curriculum skills.

MEDIA BIBLIOGRAPHY

All guidance and career awareness materials referred to in the ETC. section of each unit are listed here with annotations and bibliographic information. For further details, please contact publishers.

GUIDANCE MEDIA

D.U.S.O. KITS I & II. (Developing Understanding of Self & Others) Self-contained kits for grades K-2 and 3-4 include hand puppets, posters, records and a Teacher's Manual, the Table of Contents of which has been reprinted on Appendix pages 1-3.

American Guidance Service, Publishers Building, Circle
Pines, Minnesota, 55014.

S.R.A. FOCUS ON SELF-DEVELOPMENT KITS.

Stage I:	Awareness	(K-2)
Stage II:	Responding	(3-4)
Stage III:	Involvement	(5-6)

Kits for each stage are self-contained and include filmstrips, records, large discussion posters and a Teacher's Manual, the Table of Contents of which has been reprinted on Appendix pages 4-5.

Science Research Associates, Inc., 259 E. Erie Street,
Chicago, Illinois, 60601.

SCHOLASTIC KINDLE KITS.

Kits are geared for grades K-2 and center on a particular guidance topic with 4-6 lessons in each kit and are taught with filmstrips, records and a Teacher's Manual for discussion questions.

-Getting Along -Who Am I? -How Do I Learn?
-Five Families -Five Children

Inside Out Productions, Inc., Pleasantville, New York.
Distributed by Scholastic Magazines, Inc., Scholastic/
Kindle, 906 Sylvan Avenue, Englewood Cliffs, New Jersey,
07632.

BOWMAR GUIDANCE KITS.

Similar to Kindle in contents and aim.

-About Myself -The World Around Me
-I Talk, I Think, I Reason

Bowmar, 4563 Colorado Blvd., Los Angeles, California
90039

DIMENSIONS OF PERSONALITY.

Search for Values - Dimensions of Personality.
Search for Meaning - Dimensions of Personality.
Books containing stories of students in grades approximately 4-8 that center on feelings, values, making decisions, etc.

The Center for Learning, Pflaum/Standard, 38 West
Fifth Street, Dayton, Ohio, 45402.

GUIDANCE ASSOCIATES: FIRST THINGS.

Individual kits which contain 4-6 filmstrips, records and a Teacher's Manual and center on certain guidance topics.

- What Do You Do About Rules?
- The Trouble with Truth
- But It Isn't Yours
- What Happens Between People?
- What Do You Expect of Others?
- That's No Fair
- You Promised!
- Guess Who's in a Group
- Who Do You Think You Are?
- You Got Mad: Are You Glad?

Guidance Associates, Inc., Pleasantville, New York, 10570.

AWARENESS CENTER.

Units about feelings and emotions with books and accompanying tapes, story posters and a Teacher's Manual. Recommended for grades K-3.

Children's Press, 76 Castro Street, San Francisco, Calif.,
94114

CAREER AWARENESS MEDIA

WORK-KIT. (Widening Occupational Roles Kit)

Contains job briefs of over 300 varied occupations with "typical day" stories at easy reading level. Teacher's Manual and Student Workbooks also included.

Science Research Associates, Inc., 259 E. Erie Street,
Chicago, Illinois, 60601.

P.I.E.S. KIT. (Pictoral Interest Exploration Survey)

A slide/tape occupational interest survey for students in grades 4-9, showing 182 careers in all job families. Students mark a grid and evaluate interest after viewing slides.

Educational Achievement Corp., P. O. Box 7310, Waco,
Texas, 76710.

BREAD AND BUTTERFLIES.

An instructional film series aimed at students ages 9-12 dealing with values, decisions, career choices, and more. Can be seen on some public television stations and films are available from the State Dept. of Education Teacher's Manuals contain related classroom activities.

Agency for Instructional Television, Box A, Bloomington,
Indiana, 4740[illegible].

JOBS IN THE CITY - film series (may be referred to as JITC)

Features workers in all job families, i.e. "Jobs in the City: Health" or "Jobs in the City: Women at Work." Films are 10-12 minutes in length, for grades 4-9.

Centron Educational Films, 1621 West Ninth Street,
Lawrence, Kansas, 66044.

KINGDOM OF COULD BE YOU - film series (may be referred to as KCBY)

Series of animated films which encourage career awareness in students grades K-2. Catchy title song teaches them that they can be anything they want to be if they learn and try. Examples: "KCBY: Communication," "KCBY: Health," "KCBY: Fine Arts," "KCBY: Public Relations," and 12 others.

Encyclopedia Britannica Educational Corp., 425 N.
Michigan Avenue, Chicago, Illinois, 60611

CAREERS AND THE COSTUME CIRCUS - film.

Shows the many people who perform jobs in the community by using the backdrop of the circus and its costumes. Purpose is to start students thinking about careers, for grades K-6, 10 minutes.

A.C.I. Films, Inc., Distribution Center, P. O. Box 1898,
12 Julius Lane, New Brunswick, New Jersey, 08902.

CAREERS - film series

For grades 6-9, covers awareness of careers in Health, Construction, Education, Clerical, General Services, Industry, and others.

Vocational Guidance Series, Doubleday Multimedia,
Division of Doubleday and Co., Inc., 245 Park Avenue,
New York, New York, 10017.

IS A CAREER IN ----- FOR YOU? - film series

For grades 7-12, covers awareness of careers in Management, Electronics, Finance & Insurance, Health Services, and others.

W.A.A.I.M.E. MINING KIT

(Women's Auxiliary of the American Institute of Mining, Metallurgical and Petroleum Engineers)

A collection of rocks, minerals and printed matter to be used for grades 5-12 in the study of mining, metallurgy or geology, careers in engineering, geology and chemistry.

University of Arizona, Tucson, Arizona, 85721.

Thanks to...

I wish to give proper credit and thanks to those authors and publications who generously gave permission for their activities and ideas to be reprinted in this book....

GUIDANCE ACTIVITIES AND STRATEGIES:

Values Clarification: A Handbook of Practical Strategies for Teachers and Students. Sid Simon, et. al. Reprinted with permission of Hart Publishing Co. (Appendix page 53)

DUSO Kit Teacher's Manual Table of Contents. Reprinted with permission of American Guidance Service. (Page 1-3)

FOCUS KIT Teacher's Manual Table of Contents. Reprinted with permission of Science Research Associates. (Page 4-5)

Values and Teaching. Section entitled: "Book Reports: A Valuing Approach," by Raths, Harmin and Simon. Reprinted with permission of Marrill Publishing Co. (Page 9)

Clarifying Values Through Subject Matter. Simon, et. al. Sections reprinted with permission of Winston Press. (Pages 6-8).

Instructor Magazine. "Time in a Bottle," Reprinted with permission of Instructor Publications, Inc. (Unit on Time & Temperature)

Child Life in Colonial Times. Alice Earle. Game called "Squat Tag," reprinted with permission of Folcroft Publications. (Page 70)

Home Life in Colonial Days. Alice Earle. Game called "Hull Gull" reprinted with permission of Jonathan David Publications. (Page 70)

The Valuing Approach to Career Education. A self-contained guidance kit. Activity entitled "My Mushroom Patch," reprinted with permission of Success Motivational Institute. (Page 59)

CURRICULUM IDEAS AND ACTIVITIES:

Bright Ideas. Arizona Department of Education, Division of Career Education.

Maxi-Ideas for Mini-Proposals. Barbara Randall, editor. Ibid.

Holiday Ideas Packet. Developed by staff members of the Pima County Developmental Career Guidance Project, Tucson, Arizona.

Multi-Cultural Classroom Activities. Ibid.

AND A MOST SINCERE THANKS TO ALL THE STAFF PERSONS AND TEACHERS WHO BRAINSTORMED AND CONTRIBUTED TO THIS BOOK, WITHOUT WHOSE MOST VALUABLE ASSISTANCE AND ENCOURAGEMENT, IT WOULD NOT HAVE BEEN POSSIBLE.

Sharon Kucinski
Guidance Specialist
Editor.

Full responsibility for this book rests with:

Sharon Kucinski
Editor

David Fitzsimmons
Illustrator

...and a group of the finest teachers anywhere without whose valuable input and encouragement, this book would not have been possible!